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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 40 titles deal with a variety of topics, including the following: (1) the effects of oral reading of literature by teachers on reading attitudes of fourth grade students: (2) two instructional programs for teaching first grade students to read: (3) the effects of need to achieve, test anxiety, reward, and instructions on reading vocabulary performance: (4) the effects of father-child and mother-child reading programs on reading readiness: (5) the development of newspaper-based lesson plans designed to supplement reading programs: (6) the effects of selected syntactic structures on oral reading performance: (7) sex differences in reading readiness: (8) a psycholinguistic analysis of reading strategies of early readers: (9) a study of an elementary school library program emphasizing personal reading development: (10) cognitive self-instruction to increase comprehension in early readers: (11) preschoolers' knowledge of the symbolic function of written language in storybooks: and (12) the selection of basal reading textbooks. (HTH)

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Reading and Study Skills and Instruction: Preschool and Elementary:

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Abstracts of the following dissertations are included in this collection:

Bartlett, Carol Ann Hansen
THE EFFECTS OF ORAL READING OF LITERATURE BY TEACHERS ON THE READING ATTITUDES OF FOURTH-GRADE STUDENTS

Beath, Paula Ruark
AN EXAMINATION OF THE RELATIONSHIP BETWEEN ON-TASK BEHAVIOR DURING SUSTAINED SILENT READING AND READING ACHIEVEMENT

Bianco, Rosalie Marie
THE PURPOSES OF ILLUSTRATIONS IN FOURTH GRADE BASAL READERS AND THEIR EFFECT ON CHILDREN'S COMPREHENSION, WORD RECOGNITION, AND INTEREST IN NONFICTION PASSAGES

Buck-Smith, Robin Elaine
THE EFFECTIVENESS OF TEACHING THE LANGUAGE OF INSTRUCTION AND THE NATURE AND PURPOSE OF READING TO FIRST GRADE CHILDREN

Carbo, Marie Antonetti
AN ANALYSIS OF THE RELATIONSHIPS BETWEEN THE MODALITY PREFERENCES OF KINDERGARTNERS AND SELECTED READING TREATMENTS AS THEY AFFECT THE LEARNING OF A BASIC SIGHT-WORD VOBABULARY

Cava, Mary Cecelia
TWO INSTRUCTIONAL PROGRAMS FOR TEACHING FIRST-GRADERS TO READ

Ceprano, Maria A.
THE EFFECTS OF TWO INSTRUCTIONAL PROCEDURES ON FEATURAL ATTENTION AND WORD LEARNING OF CHILDREN BEGINNING TO READ

Christy, Samuel Lee
THE EFFECTS OF NEED TO ACHIEVE, TEST ANXIETY, REWARD AND INSTRUCTIONS ON READING VOCABULARY PERFORMANCE OF UPPER ELEMENTARY STUDENTS

Contreras, Raul Ruiz
A COMPARATIVE STUDY OF FIRST GRADE PERFORMANCE IN DISTAR AND BASAL READING INSTRUCTION

Darabi, Taraneh Mavaddat
EFFECTS OF A PROGRAM ON FATHER-CHILD AND MOTHER-CHILD READING ON CHILDREN'S READING READINESS

DeRosia, Patricia Ann Mrozinski
A COMPARATIVE STUDY OF PUPIL ACHIEVEMENT AND ATTITUDES AND INVOLVEMENT OF PARENTS OF CHILDREN ENROLLED IN EXTENDED-DAY AND HALF-DAY KINDERGARTEN PROGRAMS

Escoe, Adrienne Susan
THE EFFECTS OF WRITTEN LINGUISTIC CONTEXT ON WORD MEANING FOR PROFICIENT SIXTH-GRADE READERS

Flynt, Ellis Sutton
DEVELOPMENT AND EVALUATION OF NEWSPAPER-BASED LESSON PLANS DESIGNED TO SUPPLEMENT SECOND GRADE READING PROGRAMS.

Gates, Dale Derrod
THE USE OF CONTEXTUAL INFORMATION FOR WORD IDENTIFICATION BY ELEMENTARY SCHOOL CHILDREN

Hill, Claude Egerton, III
BEGINNING READERS' KNOWLEDGE OF ORTHOGRAPHIC PATTERNS IN WORD RECOGNITION

Jenkins, Carol Ann
THE EFFECTS OF SELECTED SYNTACTIC STRUCTURES ON ORAL READING PERFORMANCE

Kennedy, Mary Lynch
A LONGITUDINAL STUDY OF THE DEVELOPMENT OF READING BEHAVIOR IN THE PRESCHOOL CHILD

Landig, Hans-Juergen Wolfgang
SEX DIFFERENCES IN READING READINESS

McSparron, Hedy Migden
THE EFFECTS OF ORGANIZERS VERSUS GENERATIVE INSTRUCTIONS IN EHNANCING LITERAL COMPREHENSION IN GOOD AND POOR READING SIXTH GRADERS

Marsden, Fleur Sybil
A PSYCHOLINGUISTIC ANALYSIS OF THE READING STRATEGIES OF EARLY READERS

Modla, Virginia Bordonaro
AN EXPERIMENT IN TEACHING SECOND GRADERS TO JUDGE THE VALIDITY OF INFERENCES

Moore, David William
THE EFFECT OF MORPHEMIC COMPOSITION OF WORDS AND GRADE LEVEL OF STUDENTS ON WORD IDENTIFICATION

Mulligan, Louise Francine
THE ABILITY OF EIGHT-AND TWELVE-YEAR-OLD CHILDREN TO MASTER DIFFERENT LEVELS OF CAUSAL TASKS

Naumann, Nancy L.
CREATIVE TEACHING OF READING TO PROMOTE CHILDREN'S CREATIVE THINKING

Newman, Dana Martin
THE INFLUENCE OF DIFFERENT DEGREES OF PICTURES AS SEQUENTIAL REDUNDANCY CUES ON WORD RECOGNITION AND RETENTION IN BEGINNING READING

Oliver, Leslie Stanton
THE EFFECTS OF EXTENDED INSTRUCTIONAL TIME ON THE READINESS FOR READING OF KINDERGARTEN CHILDREN

Opperman, Prudence Ward
PHONOLOGICAL DISTINCTIVE FEATURES AND BEGINNING READERS' ERRORS ON A DECODING TASK

Phelps-Terasaki, Diana Lynn
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN RECEPTIVE AND EXPRESSIVE GRAMMATICAL COMPETENCE AND READING READINESS

Pointer, Jean Marie Godwin
A DESCRIPTIVE STUDY OF AN ELEMENTARY SCHOOL LIBRARY PROGRAM EMPHASIZING PERSONAL READING DEVELOPMENT

Redeker, Carolyn Joy
AN INNOVATIVE DESIGN AND ITS IMPLEMENTATION FOR TEACHING A BEGINNING READING PROGRAM

Rhodes, Donna Corene
COGNITIVE SELF INSTRUCTION TO INCREASE COMPREHENSION IN EARLY READERS

Richardson, Brian Eurus
AUDITORY AND VISUAL SELECTIVE ATTENTION AND READING ABILITY

Rosenblatt, Andrea Fishkind
THE EFFECTIVENESS OF TWO TEACHING APPROACHES UPON THE INFERENTIAL READING COMPREHENSION OF INTERMEDIATE GRADE STUDENTS

Rossman, Florence Patricia
PRESCHOOLERS' KNOWLEDGE OF THE SYMBOLIC FUNCTION OF WRITTEN LANGUAGE IN STORYBOOKS

Shoop, Mary Elizabeth Ensign
THE EFFECTS OF USING CLOZE, STUDY GUIDE, AND A COMBINED INSTRUCTIONAL TECHNIQUE OF INFERENTIAL COMPREHENSION OF TEXTBOOK LIKE MATERIAL

Sledge, Andrea Celine
A BOOK FOLK TAXONOMY BY SIXTH-GRADE CHILDREN

Smith, Roslyn Goode
A STUDY OF PAUSE PHENOMENA IN THE EXTEMPORANEOUS SPEECH AND ORAL READING BEHAVIOR OF FIRST-GRADE CHILDREN

Stewart, Patricia Leora
THE SELECTION OF BASAL READING TEXTBOOKS: A STUDY OF PROCEDURES AND EVALUATIVE CRITERIA

Swain, Emma Halstead
ACHIEVEMENT OF BEGINNING READERS IN READING COMPREHENSION

Woolf, Sarah Jane
RELATIONSHIP OF FAMILY STRUCTURE AND LEISURE-TIME ACTIVITIES TO MIDDLE GRADE STUDENTS' VOLUNTARY READING

THE EFFECTS OF ORAL READING OF LITERATURE BY TEACHERS ON THE READING ATTITUDES OF FOURTH-GRADE STUDENTS

Order No. 8028313

BARTLETT, CAROL ANN HANSEN, ED.D. *University of Northern Colorado*, 1980. 147pp.

Purpose of the Study. The purpose of the study was to investigate the effect of oral reading of literature by teachers on the reading attitudes of selected fourth-grade students.

Procedures. The method of investigation was a treatment group-control group, pretest-posttest design. The final sample consisted of 104 fourth-grade students from four classrooms in one urban elementary school, representing a middle socio-economic level of the school district. Two classrooms of 54 students comprised the experimental group and were read aloud to by Team Teacher A or B from 1:00 to 1:15 daily for a total of 12 weeks. Two other classrooms of 50 students comprised the control group and had no experience with oral reading of literature by Team Teacher C or D during the study.

Prior to the study, Teachers A and B were presented with a list of books appropriate for reading aloud and of interest to fourth graders. Teachers A and B were also given a list of oral reading techniques and were briefed in their use. Pre- and post attitude scales, *A Scale to Measure Attitudes Toward Reading* and the *Heathington Intermediate Attitude Scale*, and the number of books voluntarily read by students in the study were employed to measure attitudes toward reading. The students and teachers were requested to record specific information in logs. In addition, the reading-aloud sessions were observed by the researcher, two to three times a week, with relative information being noted in logs.

Analyses of the Data. Research procedures used to test the null hypotheses included: two-tailed t-tests for independent samples, the Mann-Whitney U Test, and Pearson product-moment correlations. The .05 level of significance was used to determine rejection of the null hypotheses. Descriptive discussion was used to report mean performance of students in the experimental and the control groups on each individual item of the Estes instrument. Pertinent information gained from the logs of students was also reported.

Conclusions. Responses of students on pretest scores, as measured by *A Scale to Measure Attitude Toward Reading* (Estes, 1971), suggested that the experimental and the control groups had approximately the same general positive attitude toward reading at pretest time. On the basis of limitations presented in Chapter 1, posttest findings, and the comparisons of the experimental and the control groups, the following conclusions were drawn: (1) Oral reading of literature by teachers did not make a difference in general reading attitudes of fourth-grade students, boys, or girls. General reading attitudes for boys and girls in the study were similar. (2) Oral reading of literature by teachers did not make a difference in specific reading attitudes of fourth-grade students toward: free reading in the classroom, organized reading in the classroom, reading in the library, reading at home, other recreational activities, and general reading. (3) Students in the experimental group, who experienced oral reading of literature by teachers, read a greater number of books when compared to the number of books read by students in the control group. (4) Very slight relationships were found between general reading attitude scores and the number of books read by students in both the experimental and the control groups. (5) Students in the experimental group made similar responses on the 20 individual items of the Estes instrument when compared to the mean performance of students in the control group.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN ON-TASK BEHAVIOR DURING SUSTAINED SILENT READING AND READING ACHIEVEMENT

Order No. 8017181

BEATH, PAULA RUARK, PH.D. *University of Maryland*, 1979. 152pp. Supervisor: Robert M. Wilson

The purpose of this study was to examine the relationship between on-task behavior during sustained silent reading (SSR) and reading achievement. Sex, attitude, and oral accuracy of material being read during SSR were the secondary variables of interest.

Sixty fourth graders from Dorchester County in Maryland were observed during sustained silent reading time on three different days by three different observers. An 88% agreement among raters was reached prior to any collection of data. On-task behavior was recorded by using a frequency count and observing students at fifteen second intervals for ten minutes. On the day of the last observation, students were administered the Heathington Intermediate Attitude Scale. This is a Likert Scale consisting of 24 items which measures attitude toward reading. Oral accuracy was determined by having students read a 250 word passage from material chosen for SSR.

Data analysis consisted of analysis of variance test and chi square tests of independence.

All research hypotheses except Research Hypothesis III were supported. Within the limitations of the study, the following conclusions were drawn from the findings: (1) There was a positive relationship between time spent on-task during SSR and reading achievement. (2) There were positive relationships among attitude, on-task behavior, and oral accuracy of material read during SSR. (a) There was a positive relationship between attitude and time spent on-task during SSR. (b) There was a positive relationship between time spent on-task during SSR and oral accuracy of material read during SSR. (c) There was a positive relationship between attitude and oral accuracy of material read during SSR. (3) There was no difference in the amount of time spent on-task during SSR by boys and girls.

Implications for theory included support for the theoretical base of automaticity. Another implication for theory concerns the importance of attitudes from which another part of the theoretical base arises.

Implications for research include looking at other aspects of automaticity as it relates to repetition as well as looking further at on-task behavior of boys and girls to determine differences.

Implications for practice included the necessity of giving students opportunities to read independently. Another implication is that if teachers would like to foster positive attitudes toward reading with their students, students need materials they *can* read if they are expected to read.

THE PURPOSES OF ILLUSTRATIONS IN FOURTH GRADE BASAL READERS AND THEIR EFFECT ON CHILDREN'S COMPREHENSION, WORD RECOGNITION, AND INTEREST IN NONFICTION PASSAGES

Order No. 8029104

BIANCO, ROSALIE MARIE, PH.D. *University of Georgia*, 1980. 243pp. Director: Bob W. Jerrolds

This investigation had two purposes: First, to examine the effect of illustrations in basal readers upon average fourth grade readers' word recognition scores, reading comprehension scores, and indications of interest in nonfiction passages; second, to examine the reasons why students and teachers thought that pictures are put in basal readers and to determine the extent to which students and teachers agreed on the uses of illustrations in basal readers.

Students subjects were 75 fourth grade students whose reading scores fell within plus or minus one standard deviation from the mean on the *Gates-MacGinitie Reading Tests*, Level D, Form 1 (1979) and whose teachers agreed that they were average fourth grade readers. The students came from two schools in Hall County, Georgia. Teacher subjects were 30 fourth grade teachers employed in the Hall County Schools.

Three modern basal reading series were used for the study. The selections and their accompanying illustrations were typical of materials commonly used in this country today. Six nonfiction selections (two from each series) were used. Each subject read all six selections; three reading conditions (With Illustrations, Without Illustrations, and With Illustrations and Instructions to Use the Illustrations) were used. Each student read two selections under each of the three reading conditions.

Measurement instruments were a word recognition test based on the words from the text which were depicted by or could be inferred from the illustrations; a reading comprehension test based on the questions from the teachers' manuals for the three series plus additional researcher-initiated questions; and report-card-like grades which students assigned to the selections indicating how interesting they found the selections to be. A second interest measure had students rank-order the selections from most to least interesting.

Two two-part questionnaires, one for students and one for teachers, were designed to examine the reasons why students and teachers thought illustrations are included in basal readers and to determine the extent to which students and teachers agreed on the use of illustrations in basal readers.

Data for the word recognition tests, the reading comprehension tests, and the measures of interest were analyzed using analysis of variance. Data for the questionnaires were analyzed using descriptive statistics, the chi-square statistic, and the Fisher Exact Probability Test.

Results of the repeated measures analyses of variance indicated that neither the use of illustrations nor the instructions to use the illustrations significantly affected students' performance on word recognition tests, reading comprehension tests, and indications of interest in nonfiction basal reader passages. The data from Part One of the questionnaires indicated that students and teachers gave a total of 27 reasons for the inclusion of illustrations in basal readers. Of those 27 reasons, only eight reasons were held in common by students and teachers. The data from Part Two of the questionnaires indicated that in 12 of 21 instances, students disagreed with teachers on the use(s) of illustrations in basal readers.

THE EFFECTIVENESS OF TEACHING THE LANGUAGE OF INSTRUCTION AND THE NATURE AND PURPOSE OF READING TO FIRST GRADE CHILDREN

Order No. 8029106

BUCK-SMITH, ROBIN ELAINE, PH.D. *University of Georgia*, 1980. 228pp. Director: Bob W. Jerrolds

The purpose of this study was to determine the effect of the direct and systematic teaching of the nature, purpose, and language of instruction of reading on first grade children's knowledge of this information, on their reading achievement, and on their attitudes toward reading. The sample for the study consisted of 60 students in their first year of first grade in an elementary school in a northeast Georgia rural school system.

To minimize the effect of teacher differences, three teachers were systematically assigned to each of the two treatment groups. The subjects were then randomly assigned to one of the six teachers. Each treatment group consisted of 30 subjects. Experimental Group 1 received 20 lessons, supplementary to regular reading instruction, designed to teach the nature, purpose, and language of instruction of reading. Experimental Group 2 received a non-related treatment of 20 lessons, also supplementary to regular reading instruction, designed to teach reading skills using the newspaper as a source of materials. The lessons for both groups were administered daily, in 20-minute sessions, for four weeks.

Immediately following the 4 weeks of lessons, all subjects were tested for knowledge of the nature, purpose, and language of instruction of reading with the *Test of Linguistic Awareness in Reading Readiness*. Additionally, their attitudes toward reading were measured with the *Children's Attitude Toward Reading Test*. Six weeks after the implementation of the lessons, reading achievement was measured by a standardized test, the *Gater-MacGinitie Reading Tests, Primary A*.

The two treatment groups were compared on each measure by using independent *t*-tests. On the measure of knowledge of the nature, purpose, and language of instruction of reading, Experimental Group 1, which received the lessons designed to teach this information, scored significantly higher ($t = 8.53$; $p < .05$). On the standardized reading achievement tests, the mean scores for the two groups were not significantly different ($t = .15$; $p < .05$). However, on the measure of attitudes toward reading, Experimental Group 1 again scored significantly higher ($t = 6.02$; $p < .05$).

As these results indicate, the direct and systematic teaching of the nature, purpose, and language of instruction of reading, through 20 lessons specifically designed for this purpose, had a positive effect on first graders' knowledge of this information. Additionally, the students who received these lessons had better attitudes toward reading than did students who did not receive the lessons. However, the lessons did not affect the students' reading achievement after 6 weeks.

AN ANALYSIS OF THE RELATIONSHIPS BETWEEN THE MODALITY PREFERENCES OF KINDERGARTNERS AND SELECTED READING TREATMENTS AS THEY AFFECT THE LEARNING OF A BASIC SIGHT-WORD VOCABULARY

Order No. 8021790

CARBO, MARIE ANTONETTI, ED.D. *St. John's University*, 1980. 195pp.

The purpose of this study was to investigate the effect of selected word stimulus methods on the immediate and delayed recall of kindergarten students identified as visual preference, auditory preference, or non-preference learners.

Identification of modality preferences was based on the subjects' scores on the visual and auditory subtests of the *Metropolitan Readiness* Tests, the Visual Memory subtest of the *Slingerland Pre-Reading Screening Procedures*, and the Memory for Sentences subtest of the *Woodcock-Johnson Psycho-Educational Battery*. Based on these instruments, the kindergarten population under study was classified as either high or low in visual perception ability, and/or auditory perception ability. Three modality preference groups were then formed: visual preference (high visual, low auditory), auditory preference (high auditory, low visual), and nonpreference (low visual, low auditory). Samples of twelve visual, twelve auditory, and twelve nonpreference subjects were selected from among these modality preference subgroups, with random selection employed when the number of children in a subgroup exceeded twelve.

The selected subjects in each modality preference subgroup participated in all three word stimulus methods which comprised the reading treatments under investigation: visual (V), visual-auditory (VA), and visual-tactual (VT). The stimulus words employed during the reading treatments were CVC nouns common to at least two of four widely used word lists and were not known by the subjects at the onset of the study. Both the order of the reading treatments and the stimulus words taught in a particular word stimulus method were assigned at random to each subject.

Immediate and twenty-four hour recall scores were obtained for each subject following each teaching method. Statistical analyses of the study involved a split-plot factorial 3.3 ANOVA for each of the dependent variables, immediate recall and delayed recall, with alpha set at the .05 level. Simple main effects analyses and Tukey post hoc multiple comparison procedures were utilized as follow-up analyses when appropriate.

The major findings of this study were: (1) A significant interactive effect was evidenced between modality preference and word stimulus method on both mean immediate and mean delayed recall scores. Specifically, auditory preference learners tended to recall more words following the VA method than following either the V or VT method and visual preference learners tended to recall more words following the V method than following either the VA or VT method. (2) Significant overall differences were evidenced among the mean scores of the kindergartners in the three modality preference groups, with nonpreference subjects recalling significantly fewer words than either auditory preference or visual preference subjects for both immediate and delayed recall. (3) No significant overall differences were evidenced for either immediate or delayed recall among the mean recall scores of the subjects following instruction with the three word stimulus methods.

TWO INSTRUCTIONAL PROGRAMS FOR TEACHING FIRST-GRADERS TO READ

Order No. 8022103

CAVA, MARY CECELIA, ED.D. *Columbia University Teachers College*, 1980. 126pp. Sponsor: Professor Phil C. Lange

This comparative study deals with two reading programs--Scott Systems and System80--which are in use in an elementary school on Long Island, New York. The study starts off with background information on how Scott Systems and System80 both came into use in the district.

Several needs of beginning readers are listed and discussed, then Scott Systems and System80 are compared with respect to how they meet a beginning reader's need for--language ability, intellectual ability, perceptual ability, ability to maintain attention, motivation, meaningful work, and success. Both programs meet some of these needs in different ways.

In Chapter IV the goals and objectives of Scott Systems and System80 are examined. In addition, research on beginning reading and programmed instruction is summarized and the two programs related to the research.

After these comparisons are made, another comparison is made of the beginning reading materials themselves. Level 2 from Scott Systems and *Learning Letter Sounds* from System80 are compared because both deal with learning letter sounds. The core components, scope and sequence, producers, authors, and publishers research are covered for both Scott Systems and System80.

Following the description and analysis of the systems, an investigator-designed comparison of the two programs is made involving sixty-six first-grade students. A pretest/posttest compares the effectiveness of the two programs for teaching three digraphs--"ch," "sh," and "th." Results from the pretest show no difference between the scores of the Scott Systems and System80 groups; however, results from Posttests 1 and 2 show a difference in favor of the System80 group. A survey of students and teachers involved shows a preference for the System80 material. During the study, some observations are made of student behavior while using the programs.

The study concludes with a discussion of the try-out results, all the other comparisons and the conditions under which each program might be effective. Suggestions are made for future arrangements as alternatives to the present situation.

THE EFFECTS OF TWO INSTRUCTIONAL PROCEDURES ON FEATURAL ATTENTION AND WORD LEARNING OF CHILDREN BEGINNING TO READ

Order No. 8016181

CEPRANO, MARIA A., PH.D. *State University of New York at Buffalo*, 1980. 193pp.

Two groups of beginning readers were taught five words per day for eight days by one of two standardized instructional approaches: (1) a context approach in which words were introduced with pictures and in the context of written and spoken sentences or (2) a distinctive features approach in which the visual characteristics of the words presented in isolation were emphasized. The purpose of this naturalistic study was twofold: (1) to determine the efficiency of the two procedures for producing delayed and long term retention of sight words, and (2) to determine the specific influence of instructional approach on children's evolving word recognition strategies.

Treatment effects on word learning efficiency were assessed in the sentence mode (paralleling aspects of the context approach) and in the isolation mode (paralleling aspects of the distinctive features approach). Treatment effects on word recognition strategies were determined by comparing differences between each group's tendencies to respond with substitutions, non-responses and correct responses as isolated words were presented on daily review tests (instructional phase testing), and on the two subsequent posttests (the delayed and long term retention posttests). Substitution errors made by the two groups at each time tested were also analyzed and compared to determine the graphic, phonic and list cues most frequently attended to for the purpose of recognizing words. In addition, children were asked to describe how they went about identifying words presented for recognition on the delayed retention posttest.

Findings for delayed retention showed an interaction of method of instruction with mode of assessment. The distinctive features method group recognized more words only when words were tested in isolation. There was no difference in the number of words recognized by the two groups when words were tested in sentences. Findings for long term retention, though non-significant, exhibited trends similar to those for delayed retention. The interaction of method of instruction with mode of assessment is discussed in terms of the questions it raises regarding the value of isolation mode tests for evaluating the effectiveness of sight word teaching methods having reading in text as a long range outcome.

Response analysis techniques applied to the data as a whole showed no marked differences in the word recognition strategies adopted by the two method groups. However, some subtle indications of instructional influence were apparent in subsets of the data. Children taught by the context method were more attuned to the initial morphological components of compound words in the target list than were children taught by the distinctive features method. With regard to response types, children in both groups favored no response behavior to substitution behavior when unknown words were presented. However, the context method group made considerably more no response errors than did the distinctive features method group. While both groups made essentially the same number of substitution errors during instructional phase testing, the distinctive features group maintained its rate of substitution behavior on subsequent posttests as the context group increasingly reverted to non-responding behavior. Findings pertaining to cue selection and response type tendencies are discussed in terms of the method specific benefits which they suggest.

Self-report data from both treatment groups provided no plausible explanation of how words are identified. From these data it was concluded that prereading kindergartners lack the sophistication and maturity to describe appropriately the complexity of the word recognition process.

THE EFFECTS OF NEED TO ACHIEVE, TEST ANXIETY, REWARD AND INSTRUCTIONS ON READING VOCABULARY PERFORMANCE OF UPPER ELEMENTARY STUDENTS

Order No. 8015247

CHRISTY, SAMUEL LEE, PH.D. *Kansas State University*, 1979. 137pp.

Two hundred and forty fifth and sixth grade students participated in an investigation of the effects of need to achieve, test anxiety, reward, and instructions on achievement. Subjects were classified as high or low on need to achieve; and high, middle, or low on test anxiety. They were randomly assigned to one of four groups consisting of reward and no reward, instructions or no instructions. A pretest was given, then a statement read which indicated the reward and instructions condition, and then a posttest was given. The data were analyzed using analysis of variance of the gain scores. Both need to achieve and test anxiety main effects were significant on the pre- and posttest, but not on the gain score analysis. The main effect of instructions was significant on the gain score analysis, but the effects or reward was not significant. There were no significant interactions, however, the Need to Achieve X Test Anxiety X Instructions interaction approached significance ($p = .063$). The findings were interpreted to support existing research which indicates need to achieve and test anxiety are related to achievement, and specific instructions to improve achievement do have a significant effect on achievement. The nonsignificant results of reward tends to support the research which indicates an external reward will not significantly increase achievement.

A COMPARATIVE STUDY OF FIRST GRADE PERFORMANCE IN DISTAR AND BASAL READING INSTRUCTION

Order No. 8028837

CONTRERAS, RAUL RUIZ, ED.D. *Northern Arizona University*, 1980. 73pp. Adviser: Dr. F. Mike Miles

The purpose of this study was to determine the gains in reading made by first grade students who had been taught reading by means of the DISTAR method for a period of one school year. Basic questions were posed: Did the DISTAR program achieve greater gains in reading than the basal reading programs? Did boys in DISTAR attain higher gains than girls? Did high SES students in DISTAR achieve greater gains than low SES students? Did dominant English-speaking students in DISTAR attain higher gains than dominant Spanish-speaking students? Did Spanish-speaking students in DISTAR achieve greater gains than Spanish-speaking students in basal programs? The questions were formulated as null hypotheses.

The study was conducted during the 1978-79 school year in the San Diego School District. The experimental sample was composed of 111 first grade students in both high SES and low SES schools. The control group included 139 students. All of the students in both groups were required to have been in their respective reading programs for the entire school year. Data were collected on a pre/posttest basis through the use of reading subtests of the Comprehensive Tests of Basic Skills, levels A and B. Treatment of the data involved calculating means, standard deviations, and t-tests of significance. The five null hypotheses were tested at the .05 level of significance.

The findings were summarized as follows: (1) There was no significant difference in student reading gains between DISTAR and basal reading programs. (2) The achievement of boys and girls in DISTAR did not differ significantly. (3) The high SES students in DISTAR made significantly greater gains than low SES students. (4) There was no significant difference in gains between dominant English-speakers and dominant Spanish-speakers. (5) There was no significant difference in achievement between Spanish-speakers in DISTAR and those in basal programs.

Although the t-test results did not indicate significant difference between the two reading methods compared, among low SES students, the achievement of the DISTAR group when compared to the control sample was only slightly below the significant value.

EFFECTS OF A PROGRAM OF FATHER-CHILD AND MOTHER-CHILD READING ON CHILDREN'S READING READINESS

Order No. 8016521

DARABI, TARANEH MAVADDAT, PH.D. *The University of Florida*, 1979. 159pp. Chairperson: Linda L. Lamme

The major purpose of this study was to examine the effects of workshops intended to train parents in behaviors appropriate for reading a story book to their children. Those variables expected to be affected were (a) the behaviors emphasized in the workshops and (b) the reading readiness of the children whose parents attended the workshops. Other objectives of this study were to determine whether mothers and fathers interact differently with their children when reading a story book and to study the relationship between parents' reading behaviors and (1) their educational background and (2) the child's sex. The relationship between the children's reading readiness and their parents' reading behavior prior to the workshops was examined. Also examined was the relationship between children's reading readiness prior to the workshops and (1) parents' educational background and (2) parents' frequency of story book reading at home.

The study included 37 sets of parents and preschool children. There were 17 female (2 black) and 20 male (1 black) children, ages three to five years. This sample was recruited from a larger pool of 250 middleclass parents from three nursery schools. The experimental group of 19 couples and their children was randomly selected out of 37 couples who had volunteered to participate in this study.

Two training workshops were provided for the experimental group parents in which handouts were distributed and discussed and videotaped models, especially prepared for this study, were shown depicting the behaviors discussed in the handouts as well as in the workshops. The handouts distributed in the workshops included suggestions for a more effective parent-child book reading episode (e.g., asking questions that spur thinking; pointing to words and pictures; encouraging child's participation; praising the child's efforts and additional processes too numerous to list here).

Each parent-child was videotaped reading a story book twice (once before and once after the treatment, ten weeks later), and the children were tested before and after the treatment using the Reading Readiness Subtest of the Basic School Skills Inventory (BSSI). Two story books (*Ask Mr. Bear* and *The Gingerbread Boy*) were randomly assigned to mothers and fathers in each treatment group at the first taping session. At the second taping session, mothers and fathers were assigned the book not previously read. Half of the mothers in the two groups received one book at each session and the second half received the other, while their husbands received the book not assigned to the mothers.

Parent-child reading interchange on the videotapes was coded according to the Parent-Child Reading Interaction (PCRI) Observation System, which was developed by the investigator.

The results of this study indicate that it is possible to alter parents' story book reading behaviors through two workshop meetings. There is some evidence that mothers' behaviors were more amenable to change than fathers'. Also, parents' participation in workshops resulted in higher reading readiness gain scores for their children, especially on items pertaining to word discrimination, ability to draw inferences, and ability to recall factual content.

Additionally, fathers' use of thought questions after the story and factual questions before the story was found to be predictive of their children's reading readiness. The amount of time fathers spent reading a story book with their daughters was related to their daughter's reading readiness. Also, fathers showed the tendency to ask more thought questions of their sons as compared with their daughters. Mothers' educational background was predictive of their son's reading readiness, and mothers' criticism and negative reinforcement tended to be inversely related to their children's reading readiness. Finally, the mothers' story book reading behaviors, namely their tendency to ask thought questions and give praise, predicted their children's reading readiness.

Implications for parents, parent educators, and early childhood teachers were discussed, as well as topics for future research.

A COMPARATIVE STUDY OF PUPIL ACHIEVEMENT AND ATTITUDES AND INVOLVEMENT OF PARENTS OF CHILDREN ENROLLED IN EXTENDED-DAY AND HALF-DAY KINDERGARTEN PROGRAMS

Order No. 8021564

DeRosia, Patricia Ann Mrozinski, Ed.D. *University of Colorado at Boulder*, 1980. 229pp. Director: Professor Donald Carline

The purpose of this study was to determine if extending the kindergarten day made a difference in the acquisition of basic concepts and personal-social development in kindergarten children and on the reading achievement of first and second grade children who had been enrolled in an extended-day kindergarten. The attitudes and involvement of parents whose children were enrolled in kindergarten also were evaluated.

The sample consisted of 348 students from four schools: 160 kindergartners, 106 first graders, and 82 second graders. The instruments employed were: the *Boehm Test of Basic Concepts, Comprehensive Test of Basic Skills, Wisconsin Design for Reading Skill Development*, two Parent Questionnaires, a Personal-Social Assessment, and an individual Elementary Pupil Reading Record.

The study utilized a factorial analysis of covariance design involving two factors: treatment and teacher; the covariates included age, sex, Boehm pretest, and parental occupational status. The principal effect, treatment, involved an experimental group enrolled in an extended-day kindergarten and a control group enrolled in a half-day kindergarten. The experimental and control group also included first and second grade children who had been enrolled in either the extended-day or half-day kindergarten. The teachers were nested within each treatment and treated as a fixed factor. If treatment effects were found, teachers also were treated as a random factor to see if the treatment effects were strong enough to be generalizable to another population of teachers like them. An analysis was performed separately for each of the five dependent variables: (1) basic concepts, (2) word attack skills in kindergarten, (3) parent attitude and involvement, (4) personal-social development, and (5) reading achievement in grades one and two.

At the kindergarten level, there was a statistically significant difference in favor of the experimental group on the basic concept development of kindergarten children. The treatment effect was maintained even when teachers were viewed as a random effect. There is also some indication in favor of the experimental group that personal-social development was improved, although this variable was measured subjectively. Parents from the two programs definitely did feel differently about their child's kindergarten program with the statistically significant difference in favor of the experimental group. However, there were no statistically significant differences on the number of parent-teacher contacts, the amount of parent involvement in the classroom and the work attack skills development of kindergarten children.

At the first grade level, there were no significant differences in reading achievement between the experimental and control first graders on the Comprehensive Test of Basic Skills or on the basal reading levels. The differences that occurred were among the groups and teachers in favor of the control group on all three strands (Word Attack Skills, Study Skills, and Comprehension) of the *Wisconsin Design for Reading Skill Development*.

The second grade findings in essence support the first grade findings in reading achievement. For the *Comprehensive Test of Basic Skills* there were no significant differences between the experimental group and the control group in reading achievement. The findings on the *Wisconsin Design for Reading Skills Development*, a subjective measure, were in favor of the experimental group. There was a significant difference in favor of the second graders on the basal reading level attained at the end of the second grade in favor of the experimental group.

The strongest support favoring the experimental group occurred on the Boehm test at the completion of kindergarten and on the parental attitude measures. There was little support for the experimental method in terms of superior academic performance in grades one and two.

THE EFFECTS OF WRITTEN LINGUISTIC CONTEXT ON WORD MEANING FOR PROFICIENT SIXTH-GRADE READERS

Order No. 8021868

Escoe, Adrienne Susan, Ph.D. *University of Maryland*, 1979. 245pp. Supervisors: Dr. Jessie A. Roderick, Dr. H. Beth Davey

The major purpose of this study was to investigate the effects of size of written linguistic context on the meanings proficient sixth-grade readers imparted to words. A secondary purpose was to extend the use of the word association technique beyond isolated words. The theoretical framework of the study was based on a concept of meaning that recognizes both the semantic features of a word in reading and the effects of the written linguistic context that surrounds the word. Associative response to target words was assessed at three levels: no context, limited context, and expanded context.

The entire sixth-grade population of one elementary school and that of one sixth-grade class of another, both of the Baltimore County Public Schools, were screened for estimated reading proficiency. Subjects included in the study also met additional specified criteria.

Sixty-two subjects participated in the study. Each subject was administered individually three written testing instruments developed by the investigator: (1) Association Test of Isolated Words (I); (2) Association Test of Words in Limited Context (L); and (3) Association Test of Words in Expanded Context (E). The I Test consisted of 21 nouns including 10 target words. The L Test contained 16 single sentences, 10 of which included the same target words as the I Test. The E Test was composed of 11 sets of three sentences. The middle sentence of each set was identical to 11 single sentences of the L Test of which 10 sentences contained the target words.

Subjects responded to words orally. Responses to the same 10 target words on each of the three testing instruments were analyzed. Each of the testing instruments was divided into two sections. Subjects' multi-word responses to five of the target words were part of Task 1 and were analyzed in terms of the number of different meaning categories that were judged by raters as corresponding in meaning to the responses. Subjects' single-word responses to the other five target words were part of Task 2 and were analyzed in terms of raters' designations of paradigmatic or non-paradigmatic. The reliability of raters' judgments and designations was established.

A repeated-measures design with six different orderings of test administrations assigned randomly to subjects was used in this study.

An index of dispersion was employed to determine a comparable measure of different response categories for the five target words of Task 1. The proportions of paradigmatic responses to total responses to the five target words of Task 2 were computed. Analysis of variance with its companion F test was use to analyze the differences among responses to the I, L, and E Tests for both Task 1 and Task 2.

Results significant at the .01 level were: (1) The number of different response categories decreased as the size of the written linguistic context surrounding a word increased. (2) The proportions of paradigmatic responses to total responses increased as the size of the written linguistic context surrounding a word increased.

Employing post hoc procedures at the .01 level of significance, it was found that the differences between the number of different response categories under the conditions of no-context and either single-sentence or three-sentence contexts were significant. The difference between single-sentence and three-sentence contexts, however, was found to be not significant. Post hoc procedures were also used to investigate the effect of context size upon paradigmatic responses. All differences were found to be significant.

Implications based on the findings were presented to support a theory of reading and to suggest further research of theory and instruction.

DEVELOPMENT AND EVALUATION OF NEWSPAPER-BASED LESSON PLANS DESIGNED TO SUPPLEMENT SECOND GRADE READING PROGRAMS

Order No. 8023140

Flynt, Ellis Sutton, Ed.D. *University of Georgia*, 1980. 254pp. Director: Ira E. Aaron

The purpose of this study was to develop, evaluate, and revise, based on the results of the evaluation, a set of newspaper-based supplementary reading materials designed for use with pupils of second grade reading ability. The set of newspaper-based materials was designed to complement and supplement the skills emphasized in many basal reading series because basal reading series are the most prevalent core material used in primary reading programs. The set of materials developed for this study completed the second phase of a project aimed at developing the *Newspaper Primary Reading Program*, a newspaper-based supplemental primary reading program.

Skills to be taught and/or reviewed were selected from various scope and sequence charts of basal reading series, skills listings, and curriculum guides. The lesson plans were developed for the four skill areas of vocabulary, word recognition, comprehension, and study skills. Depending on when each skill was emphasized in the various skill sources, each lesson plan was further divided into two levels of difficulty: first half of second grade (2^1) and latter half of second grade (2^2). Each lesson plan presented the following information: skill focus, reading level, purpose, materials needed, time range, teaching procedures, newspaper examples, and optional follow-up activities.

Forty-five professional educators (29 classroom teachers, 5 reading specialists, 4 reading consultants, and 7 university professors) evaluated the lesson plans, using a rating scale developed by Marsee (1979). In addition to evaluating the materials using the rating scale, classroom teachers were asked to try out five assigned lesson plans with small groups of second graders to provide additional feedback concerning the effectiveness of the materials with second grade level pupils.

The rating scale identified eight lesson plan components which could be rated from 1 (poor) to 5 (excellent). The numerical data, written comments, classroom observations, and interviews provided the information necessary for revising the lesson plans. These data suggested that the evaluators largely viewed the lesson plans as ranging from good to excellent with overall lesson plan mean scores ranging from 4.08 to 4.67. The classroom teachers who used assigned lesson plans with small groups of pupils also indicated that the participation and interest of their pupils were largely positive. The final version of level II of the *Newspaper Primary Reading Program* is presented in the document.

THE USE OF CONTEXTUAL INFORMATION FOR WORD IDENTIFICATION BY ELEMENTARY SCHOOL CHILDREN

Order No. 8014695

GATES, DALE DERROD, PH.D. *University of California, Berkeley*, 1979. 107pp.

There is a developmental shift in the cues readers use during reading. While beginning and poor readers rely on graphic features to identify letters, letter clusters, and words, more accomplished readers take advantage of contextual cues to identify larger units of text. This study examined the development of the use of context cues for word identification by young readers.

For the reader who can use context, his knowledge of the regular relations within language, or syntax, and within the subject matter, semantics, creates expectancies which carry the reading process forward. Contextual information may also provide reference points to which the new material may be added.

The questions addressed were: (1) When does context use begin? (2) What characteristics of the reader and text affect its use? and (3) What type of contextual information is the most useful? The independent factors in the study were the grade level and ability of the reader, the difficulty of the reading material, and the source of the contextual information. The dependent measure was the number of words identified on a reading task.

The subjects in the experiment were 120 second, third, and fourth grade boys and girls of low and high reading ability. The three sources of contextual cues studied were sentences, discourse, and discourse in which the topic was revealed prior to reading by a picture and caption. A noncontextual, random word unit was included for a baseline measure. The material was at easy (one year below reading level) and hard (at reading level) difficulty levels.

Readers identified words in passages typed in the word boundary format. That is, passages were typed so that there was a space between each letter with no additional spaces between words. Capital letters and punctuation were omitted, further disguising word boundaries. The reader drew slash marks between letters in the string to delineate words.

To avoid confounding the effect of the contextual information in one language unit with that of a larger unit comprising it, difference scores were used for the data analysis. For instance, the reader's score on the discourse passage minus his score on the sentence unit measured his use of discourse context cues--cues independent of sentence context. Contrasts of difference scores were made for both within- and between-grade comparisons.

The results of the experiment suggest that the use of context may become a useful strategy as early as the second grade for able readers. Low ability readers used context less effectively than did high ability readers. Sentences supplied the most useful contextual information and topical information was useful only to the most able fourth graders. Contrary to expectation, easy materials did not facilitate the use of sentence or topic context, and word identification was better on difficult discourse than on easy discourse.

These results were interpreted as offering support for an interactive model of reading where nonvisual (contextual) and visual (graphemic) information are sampled and integrated to accomplish the task. Effective reading results from the interaction of the reader's prior knowledge with the information on the page. However, the ability to use information from multiple sources simultaneously must develop.

These findings have several implications for instruction. First, reading material should be viewed as a system of complex syntactic and semantic relationships rather than as a series of words to be decoded. Secondly, reading aloud to children affords them experience with language units larger than those they can deal with independently during reading. Finally, evaluation of reading achievement should reflect the finding that the balance of visual and nonvisual information may not be the same for all readers.

BEGINNING READERS' KNOWLEDGE OF ORTHOGRAPHIC PATTERNS IN WORD RECOGNITION

Order No. 8015985

HILL, CLAUDE EGERTON, III, PH.D. *University of California, Los Angeles*, 1980. 97pp. Chairman: Professor Merlin Wittrock

Studies of proficient readers have shown that word recognition is facilitated by the readers' implicit knowledge of English orthography. That is, the proficient reader makes use of multi-letter, or higher order, perceptual units, as well as the position of these units, which leads to a reduction in the number of units that must be processed for identification to occur.

Although it is generally agreed that proficient readers possess a knowledge of English orthography, it is not clear how they acquire this knowledge. The dominant notion is that given repeated exposure to visual stimuli in contrastive situations, beginning readers abstract the invariant properties of English orthography. Just how and when this process occurs is still poorly understood. However, it is thought that the process of abstraction is facilitated through an interaction between the beginning readers' existing phonological system, developed in learning to understand spoken language, and their subsequent exposure to English orthography.

The study examined the development of an awareness of the positional constraints in English orthography in beginning readers. A test of positional constraints was constructed which consisted of eight pairs of consonant clusters constrained to either initial or final word position. The test was administered to a sample of 80 kindergarten, first, second and third grade children. In addition, the subjects were administered a conventional test of word recognition, spelling, phonemic segmentation and IQ.

The results indicated that awareness of orthographic patterns develops steadily from kindergarten to third grade, but most rapidly from first to second grade. Performance on the test of orthographic awareness was found to be positively related to more conventional measures of reading achievement, phonemic awareness and spelling but not to intelligence.

The findings are discussed in regards to the use of multi-letter cues in word recognition and their implications for instruction.

THE EFFECTS OF SELECTED SYNTACTIC STRUCTURES ON ORAL READING PERFORMANCE

Order No. 8017612

JENKINS, CAROL ANN, PH.D. *Boston College*, 1980. 178pp. Director: Dr. John Savage

This study was designed to investigate the effects of selected syntactic structures on the oral reading performance of average readers. The syntactic structures under investigation were: adverbial clauses, modified dialogue carriers and noun adjunct phrases. It was hypothesized that children of average reading ability at three grade levels (second, third and fourth) would read these syntactic structures with varying degrees of proficiency. It was further hypothesized that the three syntactic structures under investigation would vary from one another in degrees of difficulty.

A Test Passage was constructed by the investigator to test these hypotheses. The Test Passage was modeled after a story found in a second grade basal reader and revised to include a total of 30 syntactic structures. Ten of these structures were adverbial clauses, ten were modified dialogue carriers, and ten were noun adjunct phrases.

A Word Recognition Screening Test was also designed by the investigator. This screening test consisted of 75 words which were taken directly from the 30 structures in the Test Passage. The purpose of this test was to identify those students who could correctly read at least 90% of the words which they would encounter in the Test Passage. This ensured that any miscues produced while reading the structures in the passage would be attributable to the difficulty of the structures and not to a student's inadequate word recognition abilities.

The students participating in this study were selected from two schools in an urban school system. These schools enrolled children who were from predominantly lower-middle to lower class neighborhoods. Twenty-four students from each grade level were randomly drawn from the population of students passing the screening test. The Test Passage was then individually administered to these 72 students. Miscues made on the syntactic structures were recorded. As students read the passage, each structure was scored correct if no miscues were made, and incorrect if one or more miscues occurred.

Since no miscues of the kind specified in the scoring procedure were made on any of the 10 adverbial clauses in the Test Passage by any of the students in this sample, the adverbial clause structure was dropped from the study. For the two remaining structues, the mean error scores per grade level were computed. To determine whether the differences found among these means were significant or a function of chance, a repeated measures analysis of variance was performed. The results of this statistical analysis were: (1) Second and third graders differed significantly in their oral reading performances on the syntactic structures. Significant differences were also found between the second and fourth graders' performances. No significant differences, however, existed between third and fourth graders. (2) A significant difference was found between the difficulty levels of the two syntactic structures. The modified dialogue carrier structure was significantly more difficult for the students to read than the noun adjunt phrases structure. (3) No significant structure-by-grade level interaction was found.

The findings of this study reveal that certain syntactic structures do impact negatively on the oral reading performance of average readers. This research demonstrates that certain structures are harder for students, regardless of grade level, to read than are other structures. This finding is consistent with other findings that suggest the possibility of hierarchically arranging syntactic structures according to their degree of difficulty.

Some evidence of developmental trends was also found in this study. The finding that second graders had significantly more difficulty than third and fourth graders in reading these structures suggests that the ability to handle syntactic structures increases with grade level.

A LONGITUDINAL STUDY OF THE DEVELOPMENT OF READING BEHAVIOR IN THE PRE-SCHOOL CHILD

Order No. 8020935

KENNEDY, MARY LYNCH, PH.D. *Cornell University*, 1979. 266pp.

The research reported in this dissertation is exploratory and cognitive in approach. The purpose of the research is to provide base-line data and an exploratory analysis of the reading behavior of a pre-school child. The study investigates the development of reading proficiency in a child who learned to read at home before the first grade.

There are several issues of particular concern. In general, how do children learn to read on their own? How did the reader's use of graphic and contextual information change over time? How did the non-school setting influence the learning experience? Given the opportunity to alter her initial responses spontaneously without the interference of a prompting teacher, what strategies of revision and correction did the child use? How did the child respond to words that occur frequently across a number of different stories?

The study was undertaken with a pre-school child who was actively engaged in reading by the age of four years nine months. Data were collected during 193 reading sessions that occurred bi-weekly over a period of two years. The child read books of her own choice. The study provides analysis of the child's oral reading errors, her accurate and inaccurate responses to frequently-occuring words over time, her strategies for reading and the evolution and development of her strategies for revising and correcting her errors.

The analysis reveals that given an environment that provided extensive practice in reading books, the child acquired reading proficiency without the help of concurrent instruction. From the start, she treated print as natural language. She rarely omitted textual words, sounded words letter-by-letter, or refused to respond. She paid close attention to graphic information throughout the study. With time and practice, she was increasingly more attentive to meaning and better able to reconcile contextual and graphic information.

The analysis also reveals that learning to read words in diverse unsequenced materials with uncontrolled vocabularies is a long, laborious process for the early reader. Even when the subject reads a word correctly a number of times, certain graphic or contextual constraints cause her to make errors. An integral part of word-learning is the phenomenon of over-extending the word that is being learned to a textual word to which it does not apply.

The analysis reveals further that with greater exposure to written language, the child becomes more aware of misreadings and better able to revise and correct her errors. For the child in this study there was a developmental trend from point-of-error revision to revision that occurred after the child used the strategies of regressing and resampling or reading ahead. She also taught herself consciously to monitor her own behavior. Prior to uttering oral readings she produced whispered rehearsals that increased her capacity to read back and read ahead and thereby revise and correct her errors.

This analysis of a pre-school child's reading behavior raises a number of questions for future research in early reading. It also has implications for reading in school settings, especially on the advisability of teaching strategies, assessing reading behavior on the basis of errors, and providing children with too much instruction and too little practice reading books.

SEX DIFFERENCES IN READING READINESS Order No. 8017889

LANDIG, HANS-JUERGEN WOLFGANG, PH.D. *University of Oregon*, 1980. 90pp. Adviser: Henry F. Dizney

This study reviewed findings of available research which suggests that girls are better readers than boys in this country. Explanations for this discrepancy have ranged from attributing the deficit to overall development in boys, as well as a higher incidence of specific neurological and other learning problems in boys to the fact that most primary teachers are women, thus representing better role models for girls. The superiority of girls with respect to reading has been shown to develop early. It was thus seen as necessary to consider the exposure of children to such activities that have been associated with the development of reading readiness and early reading before reading skills develop. It was hypothesized in this study that boys would engage in letter manipulatives for less time than girls during free play periods in early kindergarten.

A second area of concern of this study was the fact female teachers dominate U.S. primary education. Research was reviewed indicating that male and female teachers give differential feedback to children. It was thus hypothesized in this study that kindergarten teachers would give differential feedback to boys and girls during reading activities.

The third part of this study focused on the importance that has been shown for the role of letter recognition and matching skills for the development of beginning reading skills. It was hypothesized that reading achievement in first grade would be at a comparable level for boys and girls in their respective reading readiness skills in kindergarten were the same.

With regard to the first hypothesis, kindergarten students were observed in two learning center based classrooms during free-choice time for fifteen minutes for seven consecutive days. Dependent variables were the number of boys *vs.* girls in the reading center as well as the length of time spent there. Results showed girls to enter the reading center in greater numbers, although there was no significant difference in the amount of time spent in that center by girls or boys.

For the second hypothesis, teacher feedback to the same students was recorded with regard to positive, negative, or ambiguous feedback addressing a specific reading activity, as well as positive, negative or neutral feedback after a reading activity focusing on some other behavior of the student. When reading readiness was covaried, results showed girls as receiving significantly more praise addressing specific reading behaviors, while boys received more neutral feedback directed at behaviors other than reading than girls. With regard to sex, all other comparisons were statistically non-significant.

To evaluate the third hypothesis, California Achievement Test scores obtained during the end of first grade from a different group of students were analyzed for differences between boys and girls with kindergarten readiness scores, as well as home background variables covaried. Results indicated that mother's education was the only significant covariate. Differences between boys and girls with respect to first grade reading skills were statistically non-significant when all covariates were controlled. When CAT scores were covaried separately with each covariate, both, mother's education and kindergarten readiness scores were significant factors.

Results were discussed in terms of the lack of representativeness of teachers and students in this study, and suggestions for future research were made. These included greater emphasis on representativeness, studying interaction patterns between sex of teacher, and students at the kindergarten level, as well as focusing on overall feedback patterns at the preschool and primary level.

THE EFFECTS OF ORGANIZERS VERSUS GENERATIVE INSTRUCTIONS IN ENHANCING LITERAL COMPREHENSION IN GOOD AND POOR READING SIXTH GRADERS

Order No. 8018443

MCSPARRON, HEDY MIGDEN, PH.D. *State University of New York at Albany*, 1980. 158pp.

According to the generative model of reading as proposed by Wittrock (1974), comprehension is enhanced when the reader generates relationships between his memory stores and the reading materials. Semantic and distinctive processes are called upon at different stages, although neither is sufficient alone in explaining the generation of meaning from printed discourse. While earlier research demonstrated the utility of providing organizer-clues in enhancing reading comprehension, proponents of the generative model maintain that the individual is better able to provide his own subsumers since they are more relevant to his particular prior knowledge, as it relates to the task.

This study compared the literal comprehension of good and poor reading sixth grade students under two different conditions: organizer-clues provided or instructing students to generate their own clues. Distinct from previous research however, the present study also varied the difficulty of reading material within subjects in an attempt to explore the possibility that the treatment effect would become more significant with increasing difficulty of material (as defined by readability scores). Thus, is was speculated that generative instructions would be most beneficial to poor readers who otherwise fail to employ such processing, and that this effect would be maximized with more difficult material. On the other hand, if more efficient readers typically use generative processing spontaneously, clues were expected to further stimulate such processing and result in enhanced comprehension, particularly with more difficult material. Literal comprehension was measured by both a lexical-cloze technique as well as *Wh* completion questions, rather than the more conventional multiple-choice questions.

The main treatment effect was not supported with questions as the dependent variable, and only limited support obtained with the cloze measure. Difficulty with readability measures apparently confounded the treatment x reading level interaction, although its form was generally consistent with the hypothesis. The difficulty of material x reading level interaction was significant with both question and cloze measures; whereas it was hypothesized that poor readers would be most sensitive to increasing difficulty of material, in fact it was the good readers whose comprehension deteriorated as a function of increasing difficulty. The cloze measure demonstrated that with increasing difficulty of material, good readers evidenced less of a decline in comprehension when provided with clues, as compared to the generative condition; conversely, poor readers benefited most from generative instructions as the difficulty of material increased. This three-way interaction was not statistically significant with questions as the dependent variable.

Since the particular passages employed in this research appeared to have a great effect on results summarized above, suggestions for future research included methods for building in greater validity of readability measures. It was also speculated that the storage of distinctive memories may be a primary factor in differences in reading comprehension; a measure of distinctive memories may therefore be a more direct and profitable way of categorizing individuals, rather than good versus poor readers.

A PSYCHOLINGUISTIC ANALYSIS OF THE READING STRATEGIES OF EARLY READERS

Order No. 8016109

MARSDEN, FLEUR SYBIL, PH.D. *George Peabody College for Teachers*, 1979. 101pp. Major Professor: Jerold Bauch

This study was undertaken to develop insight into the reading strategies of early readers. Such insight, it was felt, would have direct implications for classroom practices. In order to pursue this study, current theories of learning, together with representative reading models, were examined. Although all contributed to an understanding of the reading process, psycholinguistic theory provided the most appropriate methodology. This methodology was supported by the Reading Miscue Inventory (Goodman & Burke, 1972), which was therefore selected as the instrument for the study.

Little normative data on the reading strategies of early readers was provided by the literature. Instead, some useful, but incomplete descriptions of exceptional children were included. Research did produce some information about personal factors and instructional programs which might be related to early reading proficiency. However, early readers who received little formal reading instruction were given minimal attention. It was felt that a better understanding of reading strategies in early "natural" readers could help provide instructional guidelines for classroom teachers.

Fourteen kindergarten children with a reading vocabulary of at least 50 words, and a grade score of at least 1.5 (Gates-MacGinitie Reading Test) were selected for this study. Each child read aloud; then retold selected stories. The reading session was taped, coded, and analyzed following directions in the Reading Miscue Inventory Manual. A Reading Miscue Inventory profile for each child was developed. Data derived from this sheet were analyzed first for the overall sample, then for the more effective and less effective readers. The analysis revealed that these early readers generally made efficient use of graphophonic syntactic, and semantic reading strategies. All were competent in the use of graphic and function strategies, but it appeared that these skills lacked a direct relationship with reading comprehension. Relationship strategies, which were not as competently used, appeared to be highly correlated to meaningful reading. In examining the subgroupings of more efficient and less efficient readers two types of readers were apparent. The more efficient readers focused directly on meaning while the less efficient readers limited themselves more closely to the surface structure of print.

The following conclusions were derived from this study. (1) Meaningful reading includes efficiency in sound, graphic, function, and relationship strategies. (2) Efficiency in sound, graphic, and function strategies is not directly related to comprehending scores. (3) Reading for meaning is more than a composite of reading strategies. (4) Meaningful reading is more directly related to the ability to maintain general ideational continuity than to analyze the sound, structure, and function of words.

Recommendations for classroom instruction based on an analysis of the data included the following: (1) The meaningful nature of reading should remain as the primary instructional focus. (2) Children should be encouraged when in difficulty to make miscues which support the meaning of the passage. (3) Minute word analysis should be used only when necessary to derive meaning from print. (4) Graphophonic skills and function skills should be taught as part of the spelling, writing, and language components of a language arts program. (5) The use of contextual relationships in reading should be encouraged. (6) The Reading Miscue Inventory, though complex, is a valuable instrument for assessing individual reading strategies, and for developing an understanding of the reading process.

AN EXPERIMENT IN TEACHING SECOND GRADERS TO JUDGE THE VALIDITY OF INFERENCES

Order No. 8025149

MODLA, VIRGINIA BORDONARO, PH.D. *Temple University*, 1980. 208pp.

The purpose of this investigation was to study the influence of a systematic, inductive approach to teaching the critical reading skills on second graders' reading performance. One aspect of critical reading, the ability to judge the validity of inferences, was taught.

During a period of four months two experimental teachers taught 60 critical reading lessons to 32 second graders of average and above average reading ability. The specially designed reading material was divided into three units. A task analysis approach (Johnson and Kress, 1971) was used to plan the sequence of skills.

The first unit focused on the skill of evaluating causes and effects. The skill of evaluating conclusions was emphasized in the second unit. The third unit included lessons on evaluating comparisons and contrasts.

During the four month period two teachers taught reading to the control group of 31 students in the usual way. After four months the performance of the experimental group students was compared to performance of students in the control group on the Stanford Reading Achievement Test (1964) and the Primary Critical Reading Test, which was developed by the researcher.

The analysis of the data revealed the following significant findings: (1) Students of above average reading ability in the experimental group obtained higher mean scores on the Primary Critical Reading Test than students of above average reading ability in the control group. (2) Students of average reading ability in the experimental group did not score significantly higher on the Primary Critical Reading Test than students of average reading ability in the control group. (3) Students of above average reading ability in the experimental group answered correctly significantly more factual questions on the Primary Critical Reading Test than those students of above average reading ability in the control group. (4) Students of average reading ability in the experimental group did not answer significantly more factual questions on the Primary Critical Reading Test than those students of average reading ability in the control group. (5) Students of above average reading ability in the experimental group answered correctly significantly more inferential questions on the Primary Critical Reading Test than those students of above average reading ability in the control group. (6) Students of average reading ability in the experimental group answered correctly significantly more inferential questions on the Primary Critical Reading Test than those students of average reading ability in the control group. (7) Students of average reading ability in the experimental group scored higher on the Stanford Reading Achievement Test than those students of above average reading ability in the control group. (8) Students of average reading ability in the control group scored higher on the Stanford Reading Achievement Test than those students of average reading ability in the experimental group.

The following conclusions were drawn from the findings of the study: (1) A systematic, inductive approach can be recommended as one successful way of improving the critical reading ability of above average readers in second grade. (2) Systematic, inductive instruction in critical reading skills improves the ability of above average readers to recall factual details. (3) A systematic, inductive approach can be recommended as one successful way of guiding second grade students of average and above average reading ability in evaluating inferences. (4) Second graders can receive systematic, inductive instruction in evaluating inferences while making better progress in general reading skills. (5) Systematic, inductive instruction in evaluating inferences helps students develop an attitude of inquiry toward the reading task. (6) Teachers can be trained to implement a systematic, inductive approach in critical reading skills with second graders.

THE EFFECT OF MORPHEMIC COMPOSITION OF WORDS AND GRADE LEVEL OF STUDENTS ON WORD IDENTIFICATION

Order No. 8023164

MOORE, DAVID WILLIAM, PH.D. *University of Georgia*, 1980. 139pp. Director: Ira E. Aaron

The primary purpose of this study was to determine whether morphemic composition of words had a general effect on word identification. In addition, students at different grade levels were included in this study to determine whether grade level interacted with morphemic composition of words to affect word identification. Finally, the relation between identification of suffixed words and identification of their corresponding stems was compared between suffixed words that alter the spelling of the stem (e.g., *compete - competition*) and suffixed words that retain the spelling of the stem (e.g., *betray - betrayal*).

In order to determine the effect of morphemic composition of words on word identification, 36 test words were selected. These words varied according to three levels of morphemic composition: (1) monomorphemic words (e.g., *avalanche*), (2) suffixed words with graphemic alteration of the stem (e.g., *competition*), and (3) suffixed words with graphemic retention of the stem (e.g., *betrayal*). The suffixed word stems were all free morphemes, and word stems were included that did and did not undergo morphophonemic changes in their suffixed form. The three groups of words were matched on measures of (1) imagery, (2) frequency, (3) length, (4) number of syllables, (5) pronounceability, and (6) form class. In addition, the stem of each of the 24 suffixed words was identified.

The 12 monomorphemic words and 24 suffixed words were placed in a uniform sentence context for subjects to read aloud; the 24 word stems were presented without context for subjects to pronounce. The sample for this study consisted of 45 subjects each in grades three, four, five, and six. These 180 subjects were proficient readers in relation to their classmates and average readers in relation to the normative sample of a nationally standardized reading test. Each subject was tested individually by the researcher. Pronunciation of test words was the criterion for word identification.

In this study the following null hypotheses were tested: (1) Morphemic composition of words does not affect word identification. (2) Grade level of students does not affect word identification. (3) Grade level of students does not interact with morphemic composition of words to affect word identification. (4) Orthographic representation (i.e., spelling) of stem does not affect the relation between identification of suffixed words and identification of their corresponding stems.

Hypotheses 1-3 were tested in a two-factor analysis of variance design with a repeated measure on one factor. Grade level comprised the between-group independent variable and morphemic composition of words comprised the within-group independent variable. A test for the significance of the difference between two dependent correlations was used to test Hypothesis 4.

Hypotheses 1 and 2 were rejected, but Hypotheses 3 and 4 were not. The results indicated that morphemic composition of words had a slight effect on word identification. Subjects accurately identified slightly more suffixed words than monomorphemic words. However, subjects' identification of suffixed words with graphemic retention of the stem did not differ from their identification of suffixed words with graphemic alteration of the stem.

Grade level of students had a moderate impact on word identification. However, grade level did not interact with morphemic composition of words to affect subjects' performance.

Finally, orthographic representation of stem did not affect the relation between identification of suffixed words and identification of their corresponding stems.

Numerous educators have recommended morphemic analysis as an aid in word identification, but very little research evidence has been available to support this recommendation. In this study, suffixed words were identified slightly more frequently than similar monomorphemic words. Thus, this study provides evidence that readers apply morphemic analysis as a general facilitative word identification strategy.

THE ABILITY OF EIGHT-AND TWELVE-YEAR-OLD CHILDREN TO MASTER DIFFERENT LEVELS OF CAUSAL TASKS

Order No. 8020999

MULLIGAN, LOUISE FRANCINE, PH.D. *Fordham University*, 1980. 327pp. Mentor: Lillian C. R. Restaino

The purpose of this study was to determine whether there were differences between children, ages 7-8 and 11-12, in their ability to recognize causal relationships between events, consisting of four groupings of causal components in two conditions--environmental and textual. The environmental condition was defined as concrete, observable causal tasks performed by the investigator; the textual condition was defined as printed causal paragraphs read by subjects. Causal component groupings were defined in terms of four combinations of components constituting causal relationships: (a) Group 1: transformational relationship, external force, contact, transfer of energy, temporal contiguity, and change of location; (b) Group 2: external force, temporal contiguity, and psychological relation-emotion; (c) Group 3: external force, temporal contiguity, and psychological relation-intention; and (d) Group 4: temporal contiguity, judgment, and proof. Comprehension was measured by the ability to identify causal actions, verbally in the environmental tasks, and in writing in textual tasks.

The theoretical foundation for the study was based upon models of causality, and theories of task specificity, and schema.

The following hypotheses were tested: (1) There is no significant difference between scores as a function of environmental condition or textual condition, across age groups. (2) There is no significant difference between scores as a function of age, across conditions. (3) There is no significant interaction between condition and age. (4) There is no significant difference between causal component groupings, across age and condition. (5) There is no significant interaction between condition and component grouping, across age groups. (6) There is no significant interaction between age and component grouping, across conditions. (7) There is no significant interaction between age, condition, and component grouping.

Fifty subjects, ages 7-8 and 11-12, from elementary and middle schools in Stamford, Connecticut, who were reading at or above grade level as determined by scores on Subject Selection Tasks, were randomly selected, grouped by age, and administered tasks in both conditions.

The experimental materials in the Environment Condition consisted of 20 tasks with familiar objects, 5 tasks for each of 4 component groupings. The investigator presented verbal clues, manipulated objects, and asked for verbal responses. The Text Condition materials were 20 textual tasks with familiar words, 5 tasks for each of 4 component groupings. The subject read clues, paragraphs, and responded in writing.

A three-way classification analysis of variance with repeated measures on two factors--age condition--was employed on comprehension scores with age, condition, and component grouping as indendent variables. The *F* ratios for age, and interactions between component grouping and condition, and between component grouping, condition, and age, were significant at the .01 level.

The findings indicated that (a) scores of older subjects were significantly higher than scores of younger subjects; (b) older subjects achieved similar scores in each condition and component groupings; (c) younger subjects scored lower than older subjects but achieved similar scores in each condition and component grouping; and (d) significant interaction between condition and component grouping was contributed largely by differences between low mean scores in Environment Condition, component Group 1, and high scores in Text Condition, component Group 1, and by differences between low mean scores in Text Condition, component Group 2, and high mean scores in Environment Condition, component Group 2.

A major conclusion was that ability to recognize causal relationships can be transferred from concrete, environmental tasks to textual tasks because levels of development of causal schema are more influential than task type. It was concluded that schemata of younger subjects are less well developed than those of older subjects. It was suggested by the investigator that recognition of temporally contiguous events was the common cue which activated appropriate causal schemata in each type of causality.

CREATIVE TEACHING OF READING TO PROMOTE CHILDREN'S CREATIVE THINKING

Order No. 8024137

NAUMANN, NANCY L., ED.D. *Boston University School of Education*, 1980. 353pp. Major Professor: Roselmina Indrisano

Purpose. The purpose of this study was to investigate creativity in reading instruction among a sample of teachers participating in graduate course work at one institution. It sought to report the presence of creative teaching strategies at three levels of specificity: behavior, component, and composite. The "Composite" level represented creativity as a single factor phenomenon. The "Component" level subdivided the creativity composite into four areas: "Person", "Process", "Product", and "Conditions". The "Behavior" level defined specific behaviors within each component. These behaviors (listed according to component) are:

Product. (1) Utilizes open-ended activities; (2) Nurtures the questioning, manipulating, and association of what is read; (3) Promotes an optimal level of cognition; (4) Promotes an optimal level of affect; (5) Seeks student invention of something personally satisfying.

Person. (6) Strong cognitive/affective base regarding factors that influence the teaching/learning situation; (7) Clear task commitment in the persistent pursuit of a designated goal; (8) Resourcefulness in deriving a variety of possible means to achieve a goal; (9) Openness to ideas of others in guiding learning experiences; (10) Flexibility in 'sensing the moment' and responding accordingly; (11) Originality in planning and implementing curriculum; (12) The ability to elaborate on the ideas of others.

Conditions. (13) Establishes a warm, responsive environment based on mutual trust and respect; (14) Encourages divergent thinking and the extension of thought beyond the limits of the text; (15) Facilitates individualized and self-paced learning; (16) Encourages student participation in curriculum planning and evaluation; (17) Offers a variety of perspectives on subject-matter content.

Process. (18) Translates personal experience or theoretical knowledge base into practical classroom applications; (19) Capitalizes on needs, interests, and abilities of students; (20) Helps the child to interact with the printed page from the unique perspective of the self.

Design and Procedures. The chronology of procedures utilized in this study were as follows: (1) Theory and research in the area of creativity were examined to form a conceptual foundation on which to base the investigation. (2) Experts in the fields of reading and/or creativity were contacted to contribute definitions of creative teaching. (3) Individual definitions from experts were synthesized to produce the twenty behaviors of creative teaching subsumed under the four general components described above. (4) The Critical Incident Technique was used to assess the presence of the twenty creative teaching behaviors among a sample of seventy-five students with the graduate school of a large urban university in New England. These students, concurrently involved in teaching reading on the elementary or secondary level, compieted narrative forms describing a reading activity directed toward the development of children's thinking. (5) Data were analyzed by a rater-jury according to qualifying and nonqualifying criteria for individual creative teaching behaviors. (6) Results of the investigation were quantified for all subjects within the subgroups of ten variables. From these findings critical points of intervention were suggested for increasing the creative behaviors of teachers of reading. (7) A model reflecting these critical points of intervention was devised to develop the creative teaching behaviors of teaching of reading.

THE INFLUENCE OF DIFFERENT DEGREES OF PICTURES AS SEQUENTIAL REDUNDANCY CUES ON WORD RECOGNITION AND RETENTION IN BEGINNING READING Order No. 8024973

NEWMAN, DANA MARTIN, ED.D. *University of San Francisco*, 1980. 161pp Chairperson: Dr. Joan Hyman

Statement of the Problem. This study explored the relationship among three degrees of picture cues and beginning reading. It investigated the hypothesis that a partial picture more than a full picture or no picture facilities word recognition in context and word retention in isolation.

This study investigated one aspect of the theory that reading is essentially a meaning identification task rather than a visual decoding task, by predicting an increase in semantic over graphemic miscues (errors) as differences in degrees, as picture cues change from full picture to no picture to partial picture.

Reading, according to Smith/Goodman models, is integrating, reorganizing, and partially trading off semantic, graphemic, and syntactic information. This description provides the framework for using pictures as an additional source of contextual information to add to sequential redundancy.

Procedures. The word recognition task consisted of eighteen simple, active, declarative sentences in which primary grade subjects had to identify nouns in context under the three picture treatments. Thirty minutes later the subjects had to name the words presented in isolation. The number of correctly identified nouns and the number of semantic and graphemic miscues were the source of data from forty-six first- and second-grade beginning underachieving readers.

Each of three research assistants delivered the treatments to the three treatment groups of randomly assigned subjects in a single school; there were three schools. Each group represented one of three orders of treatment sequence. Research assistant effect, school effect, and order effect were statistically controlled, allowing for a completely randomized design with subjects as their own controls to test the treatment effects. The design also analyzed sex and age.

The study design was an ANOVA with repeated measures to compare a three level independent variable, by order, with a nuisance variable, research assistant effect.

Results. Accurate pictorial cues, as one source of contextual information, appeared to reduce the uncertainty of unfamiliar words and encouraged the use of semantic cues to help the beginning underachieving reader become more skilled.

The partial picture was shown to be the most facilitative to both word recognition and retention. The partial picture appeared to encourage these readers to sample, integrate, and reorganize available cues into a whole, producing a correct response.

Because these readers probably had inadequate graphemic skills, the introduction of a partial picture also appeared to encourage these readers to apply more semantic rather than graphemic strategies in identifying the unfamiliar words.

Conclusions. The most interesting finding was the unusual effect of partial pictures as part of a beginning reading method. Apparently, a partial picture forces the beginning reader to think about the missing part. The reader seeks cues to make sense out of the picture, uses these cues, and produces a response by using a meaning cue. Such a partial picture technique has the potential for avoiding the word calling result of methods that stress grapheme-phoneme skills as the basic approach to word attack. The latter can lead to skipping readers who seek the correct grapheme-phoneme relationship at the expense of meaning. The partial picture technique appears to teach word recognition in context, but at the same time instills the set for meaning which is the essence of reading.

Contrast this with the full picture treatment which appears to provide excessive cues to meaning and to the word, possibly relieving the beginning reader from integrating the graphemic with semantic and syntactic cues. To swing the pendulum to the opposite extreme--no pictures--brings us to the data herein which suggest that we can produce word callers without a set for meaning. That brings us back again to the possibility of a beginning reading technique that opts for the best of positions, the use of the partial picture.

THE EFFECTS OF EXTENDED INSTRUCTIONAL TIME ON THE READINESS FOR READING OF KINDERGARTEN CHILDREN Order No. 8024140

OLIVER, LESLIE STANTON, ED.D. *Boston University School of Education*, 1980. 211pp. Major Professor: Dr. J. Richard Chambers

Statement of the Problem. The main purpose of this study was to determine the effects of extended instructional time on the readiness for reading of kindergarten pupils. A control group of pupils who attended regular half-day kindergarten was compared with another group of pupils who attended an experimental full-day kindergarten program. The pupils in both groups participated in the same structured prereading workbook program (*Sound Start*).

Procedure and Method. The study took place in an urban city outside of Boston. Instructional time was the independent variable. The pupils were pretested and posttested with the *Murphy-Durrell Prereading Phonics Inventory*. In addition, the *Clymer-Barrett Prereading Battery* was administered at the end of the study as the second dependent variable.

The control group had sixty-one pupils in five classrooms in four elementary schools. The experimental group had ninety-eight pupils in six classrooms in four different elementary schools. The groups were equivalent on the basis of chronological age and level of prereading ability at the start of the study.

Results. On the basis of an analysis at the end of the study of the *Clymer-Barrett* mean raw score for the pupils in the full-day group compared with the score of the pupils in the half-day group it was shown that the reading readiness level of the pupils in the experimental group was significantly higher at the .05 level than the level of the pupils in the control group.

On the basis of an analysis of the *Murphy-Durrell* mean raw score on the posttest for the full-day group compared with the half-day group it was shown that the experimental group did significantly better at the .05 level in the *Sound Start* program than the control group.

On the basis of an analysis of pretest-posttest mean raw score gains on the *Murphy-Durrell* it was shown that the mean gain of the pupils in the experimental group was significant at the .01 level and the mean gain of the pupils in the control group was significant at the .01 level.

Analysis of mean gains for boys and girls within each group, as well as in the two groups combined, showed a statistically significant difference at the .01 level.

There was no significant difference between boys and girls nor was there a significant interaction effect between increased instructional time and the sex of the pupils.

Conclusions. The evidence gathered in this study supports the view that extended instructional time on a daily basis was a significant factor in determining the level of reading readiness of kindergarten pupils who attended the full-day program. In addition, it was shown that participation in the structured prereading workbook program (*Sound Start*) significantly increased the reading readiness level of the pupils who attended the regular half-day as well as the full-day experimental kindergarten program.

PHONOLOGICAL DISTINCTIVE FEATURES AND BEGINNING READERS' ERRORS ON A DECODING TASK Order No. 8027472

OPPERMAN, PRUDENCE WARD, PH.D. *New York University*, 1980. 119pp. Chairman: Professor Eric Brown

Beginning readers are relatively inefficient processors of visually presented verbal materials and must hold information in STM for processing. Their errors are likely to be influenced by STM limitations and to reflect partial loss of information in STM. Support has been found for oral-language based coding of visually presented verbal material in STM, and it has been proposed that the code employed consists of phonological distinctive features.

Phonological distinctive-feature theory has been found to be highly predictive of subjects' responses in the related areas of oral language production, articulation deviation and auditory discrimination. If beginning readers' errors are influenced by STM limitations, and if visually presented verbal materials are coded in STM as phonological distinctive features, these same predictions should apply to beginning readers' errors on a decoding task.

Predictions from the theory were: (1) Substitutions for expected consonant phonemes will be phonological confusions; (2) The more marked the phoneme, the higher will be the substitution rate for that phoneme; (3) Most phonological confusions will be phonological regressions to confusable and less-marked phonemes.

This study was conducted in a suburban public school which draws its population from a full range of socio-economic and ethnic groups. Fifty-seven first-grade pupils and 27 second-grade pupils participated in this study. All pupils had been taught to read through a language-experience approach. The second-grade pupils had been given systematic phonics instruction in a supplementary reading program.

The stimulus materials consisted of 20 consonant-vowel-consonant units that were constructed to give equal representation in initial and final position for the consonant phonemes to be studied. The instrument was administered individually to each participant. All responses were recorded. Each substitution was classified as a phonological, sequence, semantic or unexplained confusion. Each phonological confusion was additionally classified as a phonological regression, intrusion or addition.

The main results were remarkably consistent across the two grades. The mean number of substitutions per grade, the proportion of substitutions to total opportunities, and the proportion of substitutions by position in the syllable were not significantly different by grade level. The correlations for errors on the stimulus list and scores on standardized reading comprehension measures were: For first grade $r(49) = -.70$, p .01; for second-grade, $r(23) = -.69$, p .01. Prediction 1 was supported for first grade ($\chi^2(1) = 23.68$, $p < .001$) and for second grade ($\chi^2(1) = 9.78$, $p < .01$). Prediction 2 was not supported for first or second grade data. Prediction 3 was supported for first grade pupils ($\chi^2(2) = 6.07$, $p < .05$) but not for second grade pupils.

Support was found for the coding of visually presented verbal material in STM by phonological distinctive features, and for the predictiveness of phonological distinctive-feature theory for beginning readers' errors on a decoding task. However, the results of this study do not provide clear support for the regressiveness of substitutions or for the specific distinctive-feature system (Chomsky and Halle, 1968) that was employed.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN RECEPTIVE AND EXPRESSIVE GRAMMATICAL COMPETENCE AND READING READINESS

Order No. 8027020

PHELPS-TERASAKI, DIANA LYNN, ED.D. *University of Houston*, 1980. 94pp.

Language development has been widely recognized as a variable related to reading readiness; additionally, recent progress has been made in the development of grammatical language evaluation instruments. The purpose of this study was to assess the relationship between receptive and expressive grammatical language and reading readiness. Receptive grammatical competence was evaluated through the use of the Test of Auditory Comprehension of Language (TACL), expressive grammatical competence was measured utilizing the Developmental Sentence Scoring (DSS) technique, and reading readiness was assessed through the use of the Metropolitan Readiness Tests (MRT).

Subjects were thirty children randomly drawn from six kindergarten classrooms in Ross Elementary School of the Clear Creek Independent School District, League City, Texas. The children were Caucasians between 5-8 and 6-8 years of age, had normal hearing, and had normal or corrected vision. The three tests were administered in an alternating order of presentation to the thirty children, the MRT in groups of five and the TACL and DSS individually.

A Pearson Product-Moment correlation was utilized to determine the existence and direction of relationship between the MRT total and subtest scores and the two grammatical language tests. An alpha level of .05 was accepted as the minimum criterion level of significance.

Those hypotheses of the study which yielded a significant and positive correlation were as follows: (1) Receptive language as measured by the TACL and overall reading readiness as measured by the MRT total score ($r = .645$; $p < .01$). (2) Expressive language as measured by the DSS and overall reading readiness as measured by the MRT total score ($r = .417$; $p < .01$). (3) Receptive language as measured by the TACL and the ability to discriminate between beginning consonants as measured by the MRT Beginning Consonants subtest ($r = .497$; $p < .01$). (4) Receptive language as measured by the TACL and sound-symbol association ability as measured by the Sound-Letter Correspondence subtest of the MRT ($r = .736$; $p < .01$). (5) Receptive language as measured by the TACL and the ability to find patterns among visual stimuli as measured by the Finding Patterns subtest of the MRT ($r = .629$; $p < .01$). (6) Receptive language as measured by the TACL and listening comprehension ability as measured by the Listening subtest of MRT ($r = .921$; $p < .01$). (7) Expressive language and listening comprehension as measured by the MRT Listening subtest ($r = .386$; $p < .05$).

Among those correlations which did not show significance were receptive language and the MRT subtests Visual Matching and School Language, as well as expressive language and Beginning Consonants, Sound-Letter Correspondence, Visual Matching, Finding Patterns, and School Language.

While both receptive and expressive language did correlate with the MRT, the TACL correlated with more of the MRT subtests than did the DSS.

The study results have implications for the speech-language pathologist and the reading specialist. By analyzing the reading specialist's reading readiness records, the speech-language pathologist may obtain information that suggests a possible language disability--particularly by studying a child's listening comprehension ability. Conversely, the reading specialist may obtain information on the possible lack of reading readiness ability of a child by analyzing the speech-language pathologist's data on the child's receptive and expressive language integrity.

Recommendations were made for further research on the relationship of language to later school achievement, for replications of the study with children of different socioeconomic status and cultural background, and for a better system of information, research, and record sharing among language and reading personnel.

Finally, an in-depth analysis of the performance of three language disordered children resulted in the finding of consistent poor performance on the two auditory perception subtests and the listening comprehension subtest. This trend was not reflected in the sample, indicating that a correlational study provides group tendencies but requires caution so that results are not overgeneralized and used as a basis for predicting individual performance.

A DESCRIPTIVE STUDY OF AN ELEMENTARY SCHOOL LIBRARY PROGRAM EMPHASIZING PERSONAL READING DEVELOPMENT

Order No. 8017683

POINTER, JEAN MARIE GODWIN, PH.D. *United States International University*, 1979. 172pp. Chairperson: William L. Callison

The Problem. There is evidence that the current "back to the basics" trend in education is emphasizing the cognitive domain to the neglect of the affective domain. A tenet of learning theory is that attitudes and interests, while difficult to identify and measure, are vital to the learning process. Regarding instruction in reading, achievement of the goal of developing lifelong readers is based on motivating students toward independent reading which is meaningful to the individual. Elementary school libraries have traditionally promoted reading for fun and to acquire information of personal value. Children's interests and attitudes are paramount considerations in enticing children to enter the world of books. This study is a description of the leisure reading component of the school library program in a Southern California suburban district of 25,000 students. The library program is based on a theoretical framework which combines Hunt's theory of "sustained silent reading," Fader's philosophy of "saturating" the environment with interesting reading materials, and Veatch's individualized reading system. The study called for measurement of student attitudes toward reading, an inventory of their interests and an assessment of the amount, variety, and difficulty of their leisure reading.

Method. As a descriptive study, the research was designed to take a "snap-shot" of an elementary school library program emphasizing personal reading development. Research questions were: Will students indicate more positive attitudes toward reading and toward school at the end of the year than at the beginning? And will there be an increase in the quantity of students' independent reading from the first to the end of the year? Subjects were the entire fifth grade classes at two elementary schools. A combination of the students at both schools was representative of middle graders district-wide in reading achievement, socioeconomic status, boy-girl ratio, and the number of Spanish surname students. Two reading attitude instruments were administered as a pretest in September and again in March: the Dulin-Chester Reading Attitude Scale and the "Reading" and "School" components of the Right to Read Semantic Differential. Student interests were assessed with an interest inventory developed by Asher and others, which utilizes colored slides depicting various topics. Pupils maintained reading record cards of library books as they read them, and group charts were posted showing number and variety of books completed.

Results. The *t* test for correlated samples was used to determine the statistical significance between the pre- and posttests. Research question number one was answered as follows: no significant change was observed in the subjects' attitude toward reading from September to March. Subjects did improve slightly in attitude toward school, however. Analysis of the personal reading record cards indicated that the second research question was answered affirmatively to a small degree. There was a slight increase in the number of books read during the final two-month period of the study. The evidence is inconclusive; however, of the four variables considered, reading achievement, socioeconomic status, sex and Spanish surnames, sex difference seemed most closely related to reading attitudes and interests. The findings led to the conclusion that increased effort is needed to put into practice Early's summation of the theories mentioned above, "Surround children with books, set aside time for them to read, nudge them into books, but let them find their own level, and talk to them about reading."

AN INNOVATIVE DESIGN AND ITS IMPLEMENTATION FOR TEACHING A BEGINNING READING PROGRAM

Order No. 8014295

REDEKER, CAROLYN JOY, ED.D. AND SWARTZ, MILDRED LUREE, ED.D. *University of Northern Colorado*, 1980. 206pp.

Purpose. The purpose of the project was twofold: (1) To design and implement an innovative first grade reading program that would allow for a lower teacher-pupil ratio in order to better meet the needs of individual children, and, in so doing, to nourish and enrich the child's self-concept as well as his intellectual attributes; (2) To develop a filmstrip/tape to be used to present the first grade reading program to parents and educators.

Procedure. Meetings were initiated with local and area personnel, and graduate course work was selected that pertained to beginning reading. In addition, related literature was reviewed, and materials were created to facilitate the developers' understanding of the beginning reading process.

Results. The Kohl School First Grade Reading Program that was designed and implemented utilized a combination of major reading approaches (basal, language experience, linguistic, programmed learning), and incorporated team teaching in conjunction with differentiated staffing.

A filmstrip/tape was developed to be used to present the first grade reading program to parents and educators.

Recommendations for Implementation. The developers of the Kohl School First Grade Reading Program offer the following recommendations: (1) The teaching team should be composed of four first grade teachers in the morning and three teachers in the afternoon; (2) Differentiated staffing should be incorporated in order to provide additional aide time: (3) The building principal and the four member first grade team should be compatible in philosophy; (4) Additional District funds should be available to properly implement this beginning reading program; (5) The District instructional services personnel (director of elementary education, reading specialist, language arts coordinator, evaluation specialist, etc.) should be supportive: (6) Appropriate materials should be available in order to implement the program; (7) The selection of materials to use in the Basal Reading Room should be the same series that the children will be using in other grade levels within the school; (8) The program and materials should be well organized; (9) Close coordination with the kindergarten program should be maintained; (10) A filmstrip/tape that explains the program should be developed to present the program to parents and educators; (11) Good public relations with effective communication should be maintained with the parents and community; (12) This program should be continued, at least in a modified form, in second and third grades.

COGNITIVE SELF INSTRUCTION TO INCREASE COMPREHENSION IN EARLY READERS

Order No. 8017110

RHODES, DONNA CORENE, PH.D. *University of Louisville*, 1979. 117pp.

Behavioral approaches to reading instruction have had little impact on increasing reading comprehension scores. Specific issues of cognitive self instruction are drawn from the literature of cognitive and behavioral psychologies. Modifying behavior through self instruction has been demonstrated through procedures developed by Donald Michenbaum. Drawing on these procedures, this study applies cognitive self instruction as an instructional strategy for increasing reading comprehension in early readers.

The goal of the study was to teach students to ask themselves covert questions related to stories they were about to read in order to focus the students' attention toward story meaning. The specific hypotheses tested were: (1) teachers can learn to use specific procedures as a component of reading instruction to increase the number of questions children ask themselves; (2) children will generally show an increase in the number of questions generated prior to reading thus setting purpose and direction toward meaning; (3) children, by asking their own questions prior to reading, will generally show an increase in accuracy and understanding on designed tests based on basal readers; and (4) children, by asking questions prior to reading, will increase accuracy on reading comprehension section of the California Test of Basic Skills.

Eighty-eight second grade students (experimental group 31, control group 57) from three reading classes became the subjects for testing these hypotheses. The random assignment produced approximately equivalent pretest means for experimental and control groups in two of the classrooms, however, the division in the third classroom did not provide equivalent groups.

Students in the experimental group received a five step self questioning training designed to teach overt questioning prior to reading then shaping behavior to covert questioning. The results of the study demonstrated that teachers could learn to instruct children to ask covert questions regarding their reading materials and that children can learn to ask questions as a result of this instruction. Analysis of Variance on basal test gains and on the CTBS test gains indicated statistically significant gains for children in the experimental groups in each classroom with the absence of significant interactions indicating that these gains were comparable across classrooms. This study demonstrated that teaching question asking before reading by using a behavioral approach, can improve reading comprehension scores on reading achievement tests. Strikingly, correlational analysis showed a significant positive relationship that children with lower pretest scores made greater gains by the intervention than higher achieving children.

AUDITORY AND VISUAL SELECTIVE ATTENTION AND READING ABILITY

Order No. 8026576

RICHARDSON, BRIAN EURUS, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 158pp.

While selective attention has been the subject of a considerable number of research studies, comparatively few of those studies have examined that variable in relation to reading ability. Similarly there is a dearth of studies looking at selective attention in both auditory and visual modalities.

In this study 96 subjects were involved, 48 from Grade Three and 48 from Grade Six. Subjects were selected for participation according to their reading scores in the Metropolitan Achievement Test. At each grade level 16 subjects were selected from each of three percentile ranges on that test - the 20-39 range, the 50-69 range, and the 80-99 range. Subjects were required to (a) read, silently, a grade level passage while ignoring intrusion words typed in red, and (b) listen to female voice reading a grade level passage while ignoring intrusion words spoken by a male voice. After a series of multiple choice comprehension questions, checks were made to establish whether subjects had ignored the intrusion material.

The four principal findings of this study were - (1) good readers displayed better selective attention abilities than did poor readers; (2) in the visual area embedded intrusion material was more distracting than was peripheral intrusion material; (3) auditory intrusion material was more difficult to ignore then visual intrusion material; (4) poor readers performed at least as well on auditory material as they did on visual material.

The results of the research are discussed both in the terms of their implications for the teacher, and in terms of selective attention theory.

THE EFFECTIVENESS OF TWO TEACHING APPROACHES UPON THE INFERENTIAL READING COMPREHENSION OF INTERMEDIATE GRADE STUDENTS

Order No. 8014183

ROSENBLATT, ANDREA FISHKIND, ED.D. *University of Miami*, 1979. 247pp. Supervisor: Professor Charles T. Mangrum, II

The effectiveness of two teaching approaches upon the inferential reading comprehension of fifth and sixth grade students were investigated in two Dade County (Miami, Florida) elementary schools. The two approaches compared were the *Hoffman Reading System: Comprehension Inference (Level ?)* and the *Modeling-Questioning Strategy*, developed by the researcher. The two measurement instruments were the *Inferential Reading Test*, also developed by the researcher, and the *Metropolitan Reading Achievement Test*. The subjects in this sample consisted of forty-three students selected from two schools composed of Black-American, Mexican-American and White-American students living in lower, lower-middle and middle class communities.

The results indicated no statistically significant difference between the performance of those students taught by the *Hoffman Reading System* and those students taught by the *Modeling-Questioning Strategy*.

PRESCHOOLERS' KNOWLEDGE OF THE SYMBOLIC FUNCTION OF WRITTEN LANGUAGE IN STORYBOOKS

Order No. 8024152

ROSSMAN, FLORENCE PATRICIA, ED.D. *Boston University School of Education*, 1980. 169pp. Major Professor: Judith A. Schickedanz

The Problem. This study investigated the developmental order of storybook reading behaviors in preschool children in order to determine if progress moves from attention to understanding the story and its source apart from print to an understanding of how the print tells the story.

The Procedure. The storybook reading data were collected in one urban day care center from five girls, ranging in age from 18 to 60 months, all of whom had shown an interest in storybooks.

Each subject was observed individually every 2 weeks over a 3 month period. During each biweekly session, each subject was read three storybooks differing structurally, and one favorite book. Following the reading of each book, the subject was asked to "Tell me what the book says."

The subjects' reading of each book was audiotaped and later transcribed and coded according to categories of storybook reading behaviors defined for this study. Seven of the behavior categories were organized into an hierarchical scale which was hypothesized to describe a developmental progression of early storybook reading behaviors. The seven scaled categories were: (a) "making up," (b) paraphrasing, (c) paraphrasing plus repeating actual words of the text, (d) repeating under 50% of the text (without paraphrasing), (e) repeating over 50% of the text (without paraphrasing), (f) asking what particular words say, and (g) reading by

"sight." Additional reading behaviors were recorded but were not scaled: (a) looking at pictures silently, (b) pointing to pictures, (c) labeling pictures, (d) asking about pictures, (e) pointing to print, (f) saying to the reader "You can't read this," (g) "nonresponse," and (h) saying "I can't read."

The Findings and Conclusions. A developmental progression moving from attention to understanding the story and to pictures, to understanding how print represents the story was found in the preschoolers' storybook reading behaviors. Children in this study first read storybooks by "making up," then by paraphrasing, and then by paraphrasing plus repeating actual words of the text. During these early stages, children attended little, if at all, to the print, focusing on pictures instead. Not until children began to use actual words of the text did they begin to attend to the print, as indicated, for example, by pointing. At each transitional phase between one stage and the next, children exhibited "non-response" behaviors or said "no" or "I can't read." Evidence that children read storybooks by using actual words (without paraphrasing), by asking about particular words, or by "sight" was not found. Various aspects of the methodology of this study were thought to account for the absence of progress to the more advanced behaviors on the scale. The progression of reading behaviors was affected by the structural patterns of the storybooks used in this study.

Additional findings in this study relate to specific strategies these children used in moving from one level of "reading" storybooks to the next level. For example, evidence collected indicated that they "edited" the storyline as they were mastering the actual words of the text. They also seemed to use "non-response" behaviors or "I can't read" statements as a way of getting the adult to read to them so that they could master successive ways of "reading" their books.

The analyses provide support for the conclusions that: (1) Storybook reading behaviors (of these five children) are developmentally organized: they progressed from strategies focusing on comprehending the storyline to strategies for decoding the print; (2) Storybook reading behaviors are affected by the structural patterns of storybooks used in this study; and (3) At transitional points between the hypothesized stages, children demonstrate "non-response" behaviors or actually say "no" or "I can't read."

THE EFFECTS OF USING CLOZE, STUDY GUIDE, AND A COMBINED INSTRUCTIONAL TECHNIQUE ON INFERENTIAL COMPREHENSION OF TEXTBOOK-LIKE MATERIAL

Order No. 8015275

SHOOP, MARY ELIZABETH ENSIGN, PH.D. *Kansas State University*, 1979. 158pp.

Introduction. Reading experts have suggested that the complete development of fluent reading skills including comprehension requires not only that reading instruction expand beyond the elementary school years, but also that it should include a wide variety of materials, including textbooks. This instruction, most likely undertaken by content-area teachers, needs to focus on the concepts of that curriculum and must be a technique that is simple to understand, efficient, and easy to prepare. This study compared three instructional strategies for affecting inferential comprehension meeting these criteria: the cloze technique, study guide approach, and a combination method using cloze and study guide alternately. Cloze, a promising teaching technique for improving comprehension, has not been conclusively supported by research results. The study guide approach, chosen as a more traditional classroom strategy, has been used by content-area teachers to process content. The effects of achievement level and teacher, and various interactive effects were also studied.

Methods. Six eighth-grade social studies classrooms containing 144 students were pre-tested using the comprehension subtest of the *Nelson Reading Skills Test* to establish initial treatment group equivalency and establish membership in reading achievement levels (high, middle, and low) by dividing raw scores obtained into thirds. Three class sections taught by each instructor were randomly assigned to one of the three treatments (cloze, study guide, and combination). Each teacher therefore taught all three treatments to a different class section. Twelve 30-minute instructional periods were planned bi-weekly for six weeks.

The cloze treatment group received a 10-minute lecture-discussion of various semantic and syntactic cues in operation in social studies textbook examples used to predict meaning and facilitate closure. Students then individually completed structurally deleted cloze passages taken from a social studies textbook. Students discussed answers and justified choices in small groups. Finally, a teacher-led class discussion identified acceptable choices and integrated concepts with regular classroom content. Answers were not checked against the deleted words.

The study guide treatment group used the same passages, left intact, accompanied by seven questions requiring inferential thought. Students individually read the questions and passages and formulated answers. Small groups discussed the answers and logic behind them. A teacher-led class discussion, justifying choices from passage cues and integrating concepts with regular classroom content, followed.

The combination treatment group received the cloze procedures and study guide procedures in alternating class sessions.

A cut-and-paste post-test of inferential comprehension was administered. The test was devised from passages taken from various reading achievement tests. Passage content resembled social studies textbook topics. Those questions chosen from the text or devised by the researcher required inferential level thinking.

A three-way analysis of variance technique was used to analyze the effects of treatment, teacher, achievement and various interactions on inferential comprehension.

Results. The results of the analyses were as follows: (a) significant differences existed only between the combined instruction and the cloze instructional techniques in inferential achievement beyond the .05 level; (b) significant differences existed between high, middle, and low reading achievers using all pairwise comparisons in inferential comprehension beyond the .001 level; (c) no significant differences existed between groups receiving instruction from Teacher A and Teacher B; (d) no treatment-by-teacher interactive effects were found; (e) no treatment-by-achievement interactive effects were found; (f) no achievement-by-teacher interactive effects were found; and (g) no treatment-by-teacher-by-achievement interactive effects were found.

Conclusions. (1) The combination of cloze and study guide instructional procedures was found to be a more effective instructional treatment than the cloze procedures alone in affecting inferential comprehension. (2) High, middle, and low reading achievement levels significantly affected inferential comprehension ability. (3) Instruction from different instructors did not affect inferential comprehension. (4) These effects of treatment, achievement level, and teacher remained the same when the variables were studied in pairs and together.

A BOOK FOLK TAXONOMY BY SIXTH-GRADE CHILDREN

Order No. 8017771

SLEDGE, ANDREA CELINE, PH.D. *The University of Arizona*, 1980. 185pp. Director: William J. Valmont

Prior research has concerned the school as a cultural system and the early development of children's concepts about reading and about print. This descriptive research study explored concepts which bridged these two areas by investigating the defining, categorizing and labeling of the cognitive domain of books by sixth-grade children. The specific purpose of this study was to identify the nature of the concept of "book," the categories applied to the cognitive domain of books, the labels subsumed under these categories, and the attributes of these categories.

It was assumed that books comprised a cognitive domain for sixth-grade children and that this cognitive domain was accessed via the vocabulary employed to categorize and label it.

The data were elicited by an interview schedule which included questions concerning words associated with the term "book," criteria for selecting books, important features of and similarities among books, explanations of the concept of "book," and the various kinds of books known to each respondent. Additional data, relative to the hierarchical organizations of the kinds of books named by the subjects, were elicited by a card sort procedure; subjects grouped and regrouped cards with the kinds of books elcited by the interview schedule until all of the cards were in one group.

Two samples of upper middle class sixth-grade children, who had not yet entered the seventh grade, were the subjects ($N = 23$ and $N = 18$, respectively). One sample completed the interview schedule and the card sort procedure; the other cross-validating sample completed the card sort procedure only.

In addition to myriad findings, the following were the most appropriate generalizations from findings. (1) Sixth-grade children view reading as an active and responsive process, in which the reader engages in a dialog with the author which begins with reader expectancies and purposes. (2) Although sixth-grade children participate in the same culture, the school, it cannot be inferred that they share similar cognitive maps for the domain of books. Their categorizing, defining and labeling of books do not reflect a shared meaning system. Rather, quite individualistic systems of rules for the organization of this domain are apparent. Studies of children's reading interests may reflect general predispositions of particular groups, rather than strong preferences. (3) The definitions of books formulated by sixth-grade children are descriptive rather than generic or synonomous in character. (4) Sixth-grade children have salient *individual* taxonomies of the cognitive domain of books. However, it appears that they do not have one, shared, salient *folk* taxonomy of the cognitive domain of books. The only salient, shared categories of books were fiction, non-fiction and mystery, along with their subsumed labels. (5) The methodology of ethnoscience demonstrates potential for the study of readers and reading in cultural contexts.

One implication for reading instruction arising from the findings of this study is the following: Because sixth-grade children categorize the cognitive domain of books in quite an individualistic manner, it is suggested that the selection and recommendation of reading material should be guided by a child's individual interests rather than by lists generated by reading interests research.

A STUDY OF PAUSE PHENOMENA IN THE EXTEMPORANEOUS SPEECH AND ORAL READING BEHAVIOR OF FIRST-GRADE CHILDREN

Order No. 8015058

SMITH, ROSLYN GOODE, PH.D. *Georgia State University - College of Education*, 1980. 168pp.

Purpose. The purpose of this study was to investigate and compare pause phenomena in four first-grade children's extemporaneous speech and oral reading. Linguists have systematically described pause phenomena in speech but no such descriptive analysis of pause phenomena exists for oral reading. Research questions for this investigation are presented below.

Are there differences between pauses made when pupils read their situational language experience stories and those made in their extemporaneous speech? If so, what are the differences in terms of number of type of pause?

Are there differences between pauses made when pupils read *unrehearsed* textbook passages at three levels of difficulty (independent, instructional, and frustration) and those made in their extemporaneous speech? If so, what are the differences in terms of number and type of pause?

Are there differences between pauses made when pupils read *unrehearsed* textbook passages at the three difficulty levels, and those made when they orally read situational language experience stories? If so, what are the differences in terms of number and type of pause?

Are there differences between pauses made when pupils orally read *unrehearsed* and *rehearsed* textbook passages at the three difficulty levels? If so, what are the differences in terms of number and type of pause?

Are there differences between pauses made when pupils read *rehearsed* passages at the three difficulty levels, those made in their extemporaneous speech, and those made when the orally read situational language experience stories? If so, what are the differences in terms of number and type of pause?

Is the standard juncture score related to the number of juncture pauses made in *unrehearsed* and *rehearsed* readings of textbook passages at the three difficulty levels?

Is there a relationship between pause phenomena and reading comprehension when subjects read *unrehearsed* and rehearsed textbook passages at the three difficulty levels?

Methods and Procedures. Case studies were used to conduct a linguistic investigation of pause phenomena in speech and reading. The subjects, two boys, one black and one white, and two girls, one black and one white, were similar in socioeconomic background, were completing their last month of the 1978-79 school year, scored above the ninetieth percentile on the *Scott Foresman Initial Survey Test* (1972), and were good readers.

Language samples collected for each child on extemporaneous speech, reading of a situational language experience story, and reading of *unrehearsed* and *rehearsed* textbook passages at independent, instructional, and frustration levels were marked for three juncture types, stress, and pitch. Textbook passage comprehension was measured through retelling. Pause types per sentence and percentages of pauses made were used to compare extemporaneous speech and reading of language samples.

Results. Pause phenomena in extemporaneous speech samples were similar to those occurring in reading of situational language experience stories and textbook passages at independent levels. In this reading, juncture pauses occurred appropriately, and hesitations were minimal. At the instructional level, juncture pauses decreased and hesitations increased. At the frustration level, hesitations equalled or surpassed the number of juncture pauses.

Textbook passage comprehension appeared related to pause phenomena. Retelling scores were high when juncture pauses percentages were high. Rehearsal resulted in increased juncture pause percentages and improved comprehension.

Conclusions. Study of pause phenomena has potential for offering qualitative and quantitative information about reading and language behavior. Findings suggest commonalities between extemporaneous speech and oral reading in independent level and situational language experience samples indicating that in reading, as in speech, pauses do not occur randomly but systematically. Systematic pause occurrences suggest that children in this study organized speech and print similarly when the reading materials were at their independent levels or based on their own language patterns.

THE SELECTION OF BASAL READING TEXTBOOKS: A STUDY OF PROCEDURES AND EVALUATIVE CRITERIA

Order No. 8022077

STEWART, PATRICIA LEORA, PH.D. *The University of Iowa*, 1980. 196pp.
Supervisor: Professor Jerry N. Kuhn

The purpose of this study was to determine the reading textbook selection process used by selected school districts in Iowa and to formulate a set of procedures which elementary principals and teachers indicated could be used in basal reading textbook selection.

The following concerns were studied: (1) the procedures used by the districts in reading textbook selection and adoption, and to ascertain if there were differences in the procedures used in the different-sized districts in which size was determined by student enrollment; (2) the degree of importance given by selected elementary principals and teachers to each statement in a given set of evaluative criteria; (3) sources administrators and teachers indicated could be utilized to obtain the information needed to respond to evaluative criteria statements; (4) evaluative criteria which were indicated by principals and teachers as practical to use; and (5) elementary principals' and teachers' perceptions of the amount of time and the number of separate evaluations which are needed for reading textbook selection and how teacher time to do the evaluations should be provided.

Questionnaires were used to collect the data from elementary principals and teachers in school districts surrounding Cedar Rapids, Iowa. Fifty-seven districts were selected for the sample. These districts were grouped according to the student enrollment for the 1979-80 school year. The small districts were those with enrollments to 999; medium-sized districts had enrollments from 1,000 to 2,999; and large districts had 3,000 or more students. Permission was granted by fifty-two superintendents to contact an elementary principal and a primary and an intermediate teacher in each district.

Of the twelve areas which were related to the school districts' reading textbook selection procedures, chi square analysis revealed a significant difference, which was dependent on the school district student enrollment size, for piloting of reading textbooks in the district prior to the last adoption.

One-way analysis of variance was used to compare the importance ratings assigned by principals, primary teachers, and intermediate teachers to the thirty-eight evaluated criteria listed in the questionnaire. Six of the criteria had significantly different means. The Least Significant Differences Technique was utilized to compare the means and to determine the means between which real differences existed.

Overall, there was agreement by the groups of educators as to the importance of each of the listed evaluative criteria. Where there were significant differences in the means for the pairs, more disagreement was found for the primary teachers-intermediate teachers and the principals-intermediate teachers pairs than for the other pair.

Thirty of the listed evaluative criteria received a mean numerical rating of 3.0 or greater for importance. The descriptive terms assigned to these ratings was between *Important* and *Very Important*.

All of the evaluative criteria statements were rated as being practical to use for textbook selection when the amount of time it would take to accumulate the information was taken into consideration.

The source of information which would be used to respond to evaluative criteria was the teacher's manual. This was followed in frequency by teacher judgment, the basal textbook, basal workbooks, the information and material provided by textbook publishers, and the publishers' representatives.

More than three days was the length of time most respondents indicated would be necessary to evaluate a single basal reading series. Two to three evaluations need to be completed, by individuals or groups, for each series under consideration before a decision is made. Released time was the method preferred by most respondents for providing time for the selection of textbooks in reading.

ACHIEVEMENT OF BEGINNING READERS IN READING COMPREHENSION

Order No. 8017151

SWAIN, EMMA HALSTEAD, PH.D. *Duke University*, 1980. 240pp. Supervisor: Anne H. Adams

The purposes of this study were to develop a beginning reading comprehension program prototype and to test the effect of the program prototype on the reading achievement of beginning readers.

The reading comprehension program prototype developed in this study, the meaning-extraction reading program, was tested in four elementary schools in Boone County, West Virginia. Eighty-six first grade students participated in the study. Two groups--one experimental and one control--were required. The experimental group was composed of forty-five students and the control group was composed of forty-one students. Since random assignment was impossible, preassembled classroom groups were used. The experimental classes were taught the meaning-extraction reading program by the investigator for approximately forty-five minutes each day for forty school days.

Three instruments of measurement were used to obtain data for the study. The *Slosson Intelligence Test* was administered prior to the experimental classes to be used as a control variable in the data analysis. The *Prescriptive Reading Inventory*, Forms I and II, was administered as both a pretest and posttest; the pretest scores were used as a covariant in the data analysis. The *Classroom Reading Inventory*, Forms A, B, and C, Part II, was administered as a posttest.

The statistical (research) hypotheses tested in this study were: (1) Subsequent to the experimental period there is a statistically significant difference between the mean scores of the experimental group and the control group as measured by the *Prescriptive Reading Inventory* in regard to: (a) sound discrimination, (b) sound matching, (c) sound-symbol correspondence, (d) visual reasoning, (e) oral language, (f) attention skills, (g) literal comprehension, and (h) interpretive comprehension. (2) Subsequent to the experimental period there is a statistically significant difference between the mean scores of the experimental group and the control group as measured by the *Classroom Reading Inventory* in regard to: (a) word analysis, (b) reading comprehension, and (c) listening comprehension.

A research hypothesis was postulated for each statistical analysis. The 0.05 level of significance was established as the statistical level at which the research hypotheses were tested.

Findings. The results of the statistical analysis produced the following findings: (1) The experimental group, which was taught with the meaning-extraction reading program, scored statistically significantly higher than the control group in reading in attention skills, reading comprehension (the comprehension of written materials), and in listening comprehension (the comprehension of materials read aloud). (2) The experimental group, which was taught with the meaning-extraction reading program, scored better--but the results were not statistically significantly better--than the control group in reading in sound discrimination, sound matching, sound-symbol correspondence, visual reasoning, literal comprehension (the literal comprehension of pictures), interpretive comprehension (the interpretive comprehension of pictures), and word analysis. (3) The control group scored better--but the results were not statistically significantly better--than the experimental group, which was taught with the meaning-extraction reading program, in reading in oral language.

Conclusions. (1) The meaning-extraction reading program is an effective method of teaching reading in producing statistically significant reading achievement in attention skills, the comprehension of written materials, and in the comprehension of materials read aloud. (2) The meaning-extraction reading program is an effective method of teaching reading in producing reading achievement--but not statistically significant reading achievement--in sound discrimination, sound matching, sound-symbol correspondence, visual reasoning, literal comprehension of pictures, interpretive comprehension of pictures, and word analysis. (3) The meaning-extraction reading program is not an effective method of teaching reading in producing reading achievement in oral language.

RELATIONSHIP OF FAMILY STRUCTURE AND LEISURE-TIME ACTIVITIES TO MIDDLE GRADE STUDENTS' VOLUNTARY READING

Order No. 8024168

WOOLF, SARAH JANE, ED.D. *Boston University School of Education*, 1980. 216pp. Major Professor: J. Richard Chambers

Statement of the Problem. Many skilled middle grade readers do not choose reading as a leisure-time activity, possibly because of reading attitudes nurtured within their families. Consequently, the purpose of this study was to investigate and describe the variables of family structure, interests, and leisure-time activities related to both voluntary reading and reading attitudes among middle grade students.

Procedure. Subjects for the study were 207 fourth, fifth, and sixth grade students and their parents, from a middle-class school district suburban to Boston, who completed matching questionnaires about family structure; television viewing; involvement in sports, arts and music; newspapers and books in the home; and library visits. Students completed the *Estes Reading Attitude Scale* and kept two-month reading logs in which they recorded books read every week. Students with intelligence quotients under 90, and reading achievement scores more than five months below grade level, were eliminated from the study.

Data from the questionnaires, attitude scale and reading log notation were analyzed to answer the following four research questions: (1) What is the relationship between socioeconomic status, family structures, and students' voluntary reading? (2) What is the relationship between family interests/leisure-time activities, and students' voluntary reading? (3) What is the relationship between family interests/leisure-time activities and students' reading attitudes? (4) What sex differences are revealed in relation to amount of voluntary reading and reading attitude?

Conclusions. Major conclusions drawn from the data were: (1) No variables of family structure of socioeconomic status were related to students' amount of voluntary reading in this student sample. (2) Students' time spent watching television was not related to the amount of their voluntary reading, but was significantly and negatively related to their reading attitudes. Parents' time spent watching television was negatively related to their children's reading attitudes. (3) There was significant negative relationship between the hours parents and children spent watching sports, and students' reading attitudes. (4) There was significant relationship between students' time spent on art and music, and their reading attitudes. (5) There was significant relationship between the number of books parents read per month, and the students' attitudes. (6) There was significant relationship between parents' early reading to children, and students' later reading attitudes, but not amount of voluntary reading. (7) There was significant relationship between the number of books owned by families and students' reading attitudes, but not the amount of their voluntary reading. (8) There was slight but significant relationship between the number of daily newspapers read by students, and their voluntary reading. (9) There was significant relationship between students' average weekly visits to a school library, and their voluntary reading and reading attitudes. (10) There was no significant relationship between reading attitude and amount of voluntary reading. (11) Significant sex differences favoring girls were found in both voluntary reading and reading attitude, at a $<.01$ level of significance.

Recommendations. Further research needs to include longitudinal studies of children's reading attitudes, and age and sex differences in reading attitudes. Studies should investigate relationships between children's voluntary reading and parents' child-rearing practices. Television viewing habits should continue to be analyzed in relation to children's voluntary reading and reading attitudes. Implications are that parents hold a unique power to influence children's interest in reading at a specific, critical stage in their development, by providing conscious attention to their family's leisure-time activities.

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